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Viking Kudos!



73 AP SCHOLARS

More than 70 Seaford High School students were named AP Scholars by the College Board for the 2018-19 school year. This includes current juniors and seniors, as well as members of the graduating Class of 2019.

- Fifty students were designated as AP Scholars for receiving scores of 3 or higher on three or more Advanced Placement exams.
- Ten students were designated as AP Scholars with Honors for receiving an average score of at least 3.25 on all AP exams taken, and scores of 3 or higher on four or more of these exams.
- Thirteen students were designated as AP Scholars with Distinction for receiving an average score of at least 3.5 on all AP exams taken, and scores of 3 or higher on five or more of these exams.

ALL-COUNTY MUSICIANS

More than three dozen student-musicians represented the District at the Nassau County Music Educators Association's All-County music festival in January. Concerts were held at the Tilles Center at LIU Post.

Representatives from Seaford High School include Carly Corsitto, Ryan Demino, Jessica Kofod, Angelina LaVolpe, Nicholas Luciano, Raelyn Luft, Natalie Masters, Meredith Muirhead and Kelly O'Kane from the chorus and Angela Dean, Liam McDonald, Edona Mehmeti, Mary Pecoraro, Sophia Perez and Elizabeth Wingert from the band.

Thirteen students from Seaford Middle

School were chosen for All-County ensembles, including Gabriella Barnjak, Paulina Barnjak, Sophia Barnjak, Cameron Calderaro, Kieran Calderaro, Collin Falletta, Samantha Ferrara, Dylan Quinn, Mary Saporito, Faith Schaefer and Michael Spinella from the chorus and Andrew Ceraulo and Emily Salce from the band.

Fifth-graders include Jamie Klein (band) and Madeline Cannella, Olivia Ferrara, Hannah Gerace, Corinne Gustavson and Molly Montagano (chorus) from Seaford Harbor Elementary School, and Ryan Burke and Grace Flemen (band) and Emma Clancy, Leah Crispyn, Ryan DeHaan, Michael Gagliano and Sophia Sampson (chorus) from Seaford Manor Elementary School.

FOUNDATION AID FORUM

The Seaford Middle School library was the setting for a forum on the Foundation Aid Formula, hosted by State Sens. Shelley Mayer and Brian Benjamin. Additional participants included Sens. John Brooks, James Gaughran, Todd Kaminsky, Anna Kaplan, Monica Martinez and Kevin Thomas, Regent Roger Tilles and Seaford Superintendent Dr. Adele Pecora as well as educators, Board of Education trustees and PTA representatives from across Long Island.

ATHLETE RECOGNITION

Eight student-athletes from Seaford High School signed their national letters of intent during a ceremony on Nov. 14. They were joined by administrators, coaches, guidance counselors and family members. The athletes include:

- Nick Barreiros, baseball, New York Institute of Technology.
- Joseph Cain, baseball, St. Joseph's College.
- Frank Cozzolino, baseball, St. Thomas Aquinas College.
- Hailey Galison, bowling and field hockey team, St. Thomas Aquinas College.
- Jessica Kofod, field hockey and lacrosse, Molloy College.
- Ally McMahon, lacrosse, Mercy College.
- Grace Pupke, lacrosse, Hofstra University.
- Jason Rebaudo, lacrosse, Molloy College.

The girls varsity volleyball team won the Long Island championship with a victory over defending champion Bayport-Blue Point on Nov. 16.

The varsity football team defeated Cold Spring Harbor in the Nassau County Conference IV championship game on Nov. 23.

Senior Jason Linzer was named *Newsday's* Nassau Runner of the Year. He placed sixth in the New York State Class B public school state cross-country championship.





SEAFORD EDUCATION *Spotlight*

*Yesterday's traditions,
today's achievements,
tomorrow's goals*

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www.seaford.k12.ny.us

Students Explore Passions in Research Courses

Seaford High School students looking to explore topics in-depth have multiple options as new courses focused on research have been added in recent years. The science research program continues to grow, and Seaford has joined many other Long Island high schools in offering the Advanced Placement Capstone program.

Science Research

Students can participate in the science research program during all four years of high school to work on projects with support from teachers, Janine Cupo and Mary Simons, as well as consultant, Richard Kurtz. This year, 30 students are enrolled in the introductory and advanced-level science research classes and may work either independently or in small groups.

The science research classroom provides students with a dedicated workspace and is filled with resources that support scientific experimentation and statistical analysis including: fish tanks, high-powered and phase-contrast microscopes, incubators, light

chambers and a molecular biology setup. Teachers help students select research topics of personal interest.

The science research students participate in various regional and state competitions including the Long Island Science and Engineering Fair, the New York State Science and Engineering Fair and the STANYS Science Congress. Senior Jason Linzer is the first Seaford student to apply to the Regeneron Science Talent Search, a nationally competitive science program, for his work in studying the genetic aspects of breast cancer. The majority of his research was conducted over the summer at Stony Brook University.

At the 2019 Long Island Science Congress, Madison Elias won Highest Honors and was invited to compete at the New York State Science Congress, where she was one of only two students from New York to receive Highest Honors in the Biology and Medicine Category for her project, "The Effects of Green Tea on the Long-Term Memory of the Great Pond Snail." Additionally, she received the Future Scientist of the Year award in the South Asian American Women's Alliance Fair.



“Seaford students at all levels are engaged in learning activities aimed at building and strengthening their ability and skill to perform research. These activities run the gamut from inquiry tasks at the primary grades to in depth research projects at the high school.”

*- John Strifolino
Assistant Superintendent*

Ninth graders James Casazza and Jimmy Ren are working together on a project to determine the relationship between plant growth, bacteria presence in soil and resilience to changes in environment, such as insect presence. James and Jimmy said that they are learning how

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complex the research process is, from formulating a plan, to finding information from credible sources, to conducting experiments.

In the advanced class, seniors Emily DeVito and Luke Sulli have paired up to study algae blooms. They are both in their fourth year of science research but their topic is new this year. In 2019, they earned second place in Biology in the NYSSEF Andromeda division as well as a Merit Award in Biology at the Long Island Science Congress for their studies on the effects of green tea on motility in planaria.

Emily said what she enjoys most about research is making connections to everyday life and finding answers to problems that can benefit other people.

Luke and Emily both said they have grown as scientists since beginning the research program in ninth grade. Three years ago, they were learning about the research process and now they are preparing for regional science competitions, where they can present to judges and receive valuable feedback.

AP Capstone

AP Capstone, now in its third year at Seaford High School, is a program designed to equip students with independent research, collaborative teamwork and communication skills.

In 10th grade, students can take AP Seminar for an introduction to the research process through individual

and team assignments. Each class is co-taught by an English and a social studies teacher. Students learn how to investigate issues from multiple perspectives, create and defend evidence-based arguments, and improve their writing abilities.

English teacher Kim Flood, who co-teaches two classes with social studies teacher Mike Engelke, said the first half of the course focuses on helping students become successful researchers. Skill-building activities get them comfortable with research and public speaking, while simultaneously the required English curriculum is integrated into the course. Every week, Ms. Flood selects from the basket of topics and picks a subject for students to speak about. Each day, a different student presents on the topic but can't repeat any information already given, making it progressively more challenging.

Students learn how to identify credible sources, to recognize bias, to create a visual presentation, to properly cite source material and to work as a team. In the second half of the year, the teachers serve as mentors as students put into practice the skills they learned in individual and group research projects.

"We want them to be independent thinkers, less reliant on us," Ms. Flood said. "We want them to be more confident in their own abilities. When they realize you're not going to give

them the answers, they rise to the occasion."

Upon successful completion of AP Seminar, students are able to take AP Research, the second part of the Capstone program, which is centered on producing and defending a scholarly academic thesis. Each student chooses a topic and conducts a yearlong, research-based investigation.

"Participating in AP Capstone has taught me different methods of writing papers and doing research for my classes," said 2019 graduate Katie Crawford, now at Vanderbilt University. "I have skills that many of my university peers are not nearly as comfortable using."

With the support of mentors, students are expected to identify gaps in existing knowledge and contribute new information. The course culminates in a 4,000- to 5,000-word research paper and an oral defense. Topics that students are researching this year include body image, cultural awareness and plastic pollution.

"The class provides the students with an experience and opportunity that is truly geared towards college readiness," teacher Tania Cintorino said. "Students learn to work independently toward a project goal while navigating real-world issues like time management, communication, mitigation of setbacks and more. After completion, students are more ready to face the rigors of college study than ever before."

Sophomores and juniors can take AP Seminar; sophomores take it in place of English 10, while juniors and seniors can enroll in AP Research as an English elective. Both are full-year courses. Students who successfully complete both courses and achieve scores of 3 or higher on four other AP exams can receive an AP Capstone diploma, which was earned by four seniors in Seaford's Class of 2019.

Libraries Serve as Research Centers

Library Media Centers at the four schools serve as information hubs, with a wealth of print and digital resources to support students in their research endeavors. Students can still pick up an atlas, a dictionary, an encyclopedia or a thesaurus, or can search through numerous databases.

High school librarian, Joanna McCloskey, chairwoman of the District's library media services program, said students are introduced to library resources as early as kindergarten. They first get to know the different printed materials that are available and how to find those resources in the library. As they progress through elementary school, students learn how to select keywords to create search phrases so they can find information on specific topics. Being able to successfully use the public access catalog, Ms. McCloskey explained, is a valuable research skill.

"The skills they learn in the younger grades helps them as they transition to online research," she said. "They have to become really good sleuths."

In fifth grade, students are visited by the middle school librarian to learn about the resources available at the secondary level as well as the

expectations for research assignments. Ms. McCloskey said that Seaford uses a project-based learning approach, so students are learning how to research by actively participating in research.

"That is really key to understanding how it all ties together, rather than having lessons in isolation," she said.

By the time they reach high school, students are comfortable with both print and digital resources as research topics become more in-depth. Ms. McCloskey said the Seaford High School library is designed to simulate a college library so they can continue to refine their skills and prepare for higher-level research.

An important role of the librarians, Ms. McCloskey explained, is helping students learn how to find credible sources. The school libraries have databases available for every subject area, which contain authenticated information. She said that the librarians emphasize the use of these databases over Internet searches, which often produce biased or outdated information.

Social media also has value as a starting point for research projects by helping students identify trending topics. They can explore what people

are talking about and even use it as a tool to create surveys, but have to carefully examine the credibility of information being shared.

"Social media has become a part of research and the exploration of topics," Ms. McCloskey explained. "There is so much information out there that students really have to fact check everything, even starting very young."

Through the Personalized Digital Learning Initiative, which provides laptops to students in grades 4-11, they are easily able to access resources available through the school library websites. Fifth graders at Seaford Manor Elementary School, who recently researched topics related to westward expansion of the United States, used sites such as Gale Kids InfoBits, Pebble Go and Scholastic Go!, which they were able to access right from their desks.

As Seaford Middle School, students use the library and online databases to complete ever-expanding research projects, such as in 6th grade where they study ancient civilizations. In 7th grade, a major research project focuses on the Civil War. In 8th grade, students will complete an interdisciplinary project about the Gilded Age.

