

THE SUNY CHARTER SCHOOLS INSTITUTE

SCHOOL EVALUATION REPORT
SOUTH SHORE CHARTER SCHOOL

VISIT DATE: MARCH 31, 2026

REPORT DATE: AUGUST 12, 2026

SUNY Charter Schools Institute

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Charter Schools Institute
The State University of New York

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INTRODUCTION

INTRODUCTION

This School Evaluation Report offers an analysis of evidence collected during the school visit to South Shore Charter School (“South Shore”) on March 31, 2026. While the SUNY Charter Schools Institute (the “Institute”) conducts a comprehensive review of evidence related to all the [State University of New York Charter Renewal Benchmarks](#) (the “SUNY Renewal Benchmarks”) near the end of a charter term, most mid-cycle charter school evaluation visits focus on a subset of these benchmarks addressing the academic success of the school and the effectiveness and viability of the charter school organization. The SUNY Renewal Benchmarks provide a framework for examining the quality of the educational program, focusing on teaching and learning (e.g., curriculum, pedagogy, assessment, and services for at-risk students), as well as instructional leadership, organizational capacity, and board oversight. The Institute uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

Once the school produces state testing results, the Institute will provide the school an Accountability Summary that outlines the school’s performance and the extent to which the school is meeting, coming close to meeting, or not meeting its Accountability Plan goals.

This report serves as a summary of the school’s program based on the Qualitative Education Benchmarks. The Institute intends this selection of information to be an exception report in order to highlight areas of concern. As such, limited detail about positive elements of the educational program is not an indication that the Institute does not recognize other indicators of program effectiveness.

The Appendix to the report contains a School Overview with descriptive and historical information about the school, as well as background information on the conduct of the visit. Together this information puts the visit in the context of the school’s current charter term.

While the Institute posts the evaluation report on its website and makes it publicly available, the Institute encourages school leaders to share the report with its stakeholders including, but not limited to, the full board of trustees, staff members, and families.





SCHOOL BACKGROUND

SOUTH SHORE CHARTER SCHOOL

82 Carleton Avenue, Central Islip, NY | Grades: K-3 | Central Islip Unified School District

MISSION
The mission of South Shore Charter School is to cultivate in our students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders, ready to face and solve the ever-changing challenges facing our society.

CURRENT CHARTER

Opened:
2023-24

Serves:
Kindergarten – 3rd

Chartered Enrollment:
300

Charter Expiration:
July 31, 2028

KEY DESIGN ELEMENTS

Resilience focused character education	+
Inquiry based learning	+
Extended learning time	+
Increased English language arts (“ELA”) and mathematics instructional minutes	+
Academic and social emotional intervention services	+
Social and emotional learning	+

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

In the third year of its initial charter term, South Shore has built upon the effective systems evident during the first year visit in spring 2024. The school has successfully scaled its effective program from the first year to evolve to meet the needs of its growing student enrollment. With consistent leadership in place and clear plans to continue developing an internal leadership pipeline, South Shore is building a strong academic program with a warm, welcoming environment for students and families.

South Shore leaders establish an environment of high expectations for all stakeholders. Instructional leaders communicate a clear vision for success with specific priorities, and this vision drives the school's positive student and adult culture. One notable aspect to the school's success is its drive for consistency across all departments and structures. The operations team meets regularly to understand instructional leadership's needs. The leadership team provides clear direction for staff members and cultivates a professional culture grounded in achievement, data analysis, and collaboration.

South Shore leaders establish clear goals and measures for teachers, including accountability and feedback structures that they uphold with fidelity. Leaders instill a deep belief among all teachers that South Shore students can achieve at high levels. The Institute observed teachers holding high expectations for students consistently across all classrooms and leaders maintaining high levels of accountability during team data meetings. Both leaders and teachers speak fluently about student achievement data and strategic plans to close gaps that exist. Teachers also clearly articulate what goals they are looking to achieve and the measures by which they will track progress toward those goals.

BENCHMARK SUMMARY

QUALITATIVE BENCHMARK ANALYSIS

The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,¹ describe the elements in place at schools that are highly effective at providing students from low-income backgrounds the instruction, content, knowledge, and skills necessary to produce strong academic performance.

ASSESSMENT

South Shore has an assessment system that improves instructional effectiveness and student learning. South Shore administers the Fountas and Pinnell Benchmark Assessment System (“F&P”) for ELA and Foundations assessments for phonics proficiency. For both ELA and mathematics, teachers administer weekly quizzes created by the academic deans alongside frequent formative assessments (“IAs”). The school also administers the nationally normed NWEA MAP (“MAP”) assessment three times annually.

Teachers effectively use assessment results to meet students’ needs by adjusting classroom instruction, tailoring student groups, and identifying intervention needs. Grade teams update a school wide data tracker on a daily basis and use the data to inform weekly data meetings. Teachers analyze student data to make instructional decisions and work alongside their academic deans to revise upcoming lessons in response to student needs.

South Shore leaders have built a strong data driven culture through consistent delivery of assessments, clear presentation and access to results, and effective processes for teachers to adjust instruction. Leaders provide rigorous oversight of student performance data and ensure their analysis informs regular observations and coaching conversations. School leaders review student work weekly, attend and collaborate with teachers in data meetings, and work with grade team leads (“GTLs”) to create action plans for upcoming professional development and teacher coaching. The school establishes a clear vision for data-driven instruction and teachers are dedicated to continued refinement of instructional strategies to address the range of student needs in their classrooms.

CURRICULUM

South Shore’s curricular programs support teachers with instructional planning. In Kindergarten – 1st grade, teachers use Savvas MyView for ELA, supplemented with Close Read passages and Foundations for phonics. In 2nd – 3rd grade, teachers implement Savvas MyView for ELA and supplement this program with Lavinia Close Read passages. Third grade also uses Lavinia Red Thread and Foundations for ELA. South Shore has partnered with The Lavinia Group to increase ELA rigor through the implementation of complex texts and close reading protocols. For mathematics, the school uses Savvas Envisions and Cognitively Guided Instruction (“CGI”).

Teachers work with their academic deans to plan purposeful and focused lessons. Each week, academic deans provide scripted lesson plans to teachers to support with their intellectual preparation. Teachers revise these plans based on student data. Teachers then submit individualized lesson plans to their academic dean for feedback. Lesson plan feedback follows a regular weekly cadence, allowing teachers to practice lesson

1. An extensive body of research, including a [report from the United States General Accounting Office](#), identifying and confirming the correlates of effective schools dating back four decades.

BENCHMARK SUMMARY

execution and address any misconceptions beforehand. Teachers participate in daily common planning meetings to discuss lesson objectives, identify possible student misconceptions, and develop higher order questions and scaffolds. In weekly coaching meetings, teachers analyze student data, tailor their intellectual preparation based on the data trends, and practice lesson implementation. As a result of these consistent intellectual preparation systems, teachers plan purposeful lessons aligned to student needs.

PEDAGOGY

High quality instruction is evident throughout South Shore. Teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum. Teachers present clear objectives at the start of lessons and often post success criteria to establish expectations for students and maintain high levels of accountability. Co-teachers have defined roles and responsibilities with one teacher typically supporting a small group and the other circulating to observe student work. Teachers across the school implement consistent instructional routines to support vertical alignment. For example, in mathematics lessons, students regularly use a known-and-unknown chart to break down and solve word problems.

Teachers consistently check for student understanding. During small group instruction, teachers work closely with each student to understand their needs in the moment and adjust instruction to address misconceptions. During whole group instruction, teachers circulate and collect data on student work. However, the Institute observed some instances of students having difficulty with a concept or not completing work and teachers not consistently adapting in the moment to address the need.

Teachers include opportunities in lessons to challenge students with activities that develop higher order thinking skills. Although most teachers use rigorous materials across lessons including texts and mathematics problems that align to or exceed grade level standards, leaders recognize a need to increase teachers' use of higher order thinking questions to more frequently challenge students. Teachers maximize learning time and have effective management techniques to create a consistent focus on academic achievement. Teachers use consistent routines to build welcoming and safe classroom environments. As a result of these practices, lessons have few to no disruptions due to student behavior.

INSTRUCTIONAL LEADERSHIP

South Shore has strong instructional leadership with clear systems to support teacher development. The school's instructional leadership team, comprised of the principal, academic deans, and GTLs, has established an environment of high expectations for teacher performance and a belief in all teachers that all students can succeed. Instructional leaders prioritize classroom observations, lesson plan feedback, and coaching meetings in their daily practice to cultivate a culture of continuous improvement and data driven decision making.

Instructional leaders provide sustained, systemic, and effective coaching and supervision that improves teacher's instructional effectiveness. Teachers receive weekly lesson plan feedback and engage in team meetings to support with internalizing the standards and skills of each content area. Academic deans observe teachers on a weekly basis and provide feedback both in the moment and subsequent to each observation. Teachers also receive feedback from their GTLs and participate in data meetings weekly to analyze current class

BENCHMARK SUMMARY

and grade performance. In data meetings, instructional leaders are present to provide guidance and support for teachers and monitor the quality of analysis. Both leaders and teachers engage in discourse around rigor and alignment to ensure students are prepared to meet state standards. These structures and systems allow teachers to collaborate on lesson execution and evaluate the quality of their instructional decisions.

Instructional leaders hold teachers accountable for high quality instruction and student achievement. Leaders have established a culture of ownership in staff members and prioritize achievement and growth. Staff members are well versed in the school's performance outcomes and areas of improvement. Teachers can articulate and explain the data within their class, as well as the larger grade team. This shared understanding facilitates alignment across classrooms and supports a clear vision for minimizing variance in instructional quality and student outcomes.

AT-RISK PROGRAM

South Shore meets the educational needs of at-risk students. The school implements compliant and clear procedures for identifying students with disabilities and English language learners ("ELLs"). For students struggling academically, the school administers beginning of year screening assessments and conducts periodic formative assessment checks throughout the year to determine students who require additional support. The school established a clear framework for performance across its assessment suite, including thresholds that determine when a student should be referred to the school's Response to Intervention ("RTI") process. If leaders or teachers observe a student struggling, staff members complete a child study team ("CST") referral form. The CST then meets to discuss the student's achievement levels and determine any interventions to put in place. The school's intervention program is developing strong supports for students struggling academically. The school's RTI framework organizes academic support into three tiers of intervention, with each tier increasing in frequency and intensity based on students' needs. The school currently implements Envision Math intervention programs and Leveled Literacy Intervention in small group structures. The school effectively monitors progress of students in the RTI process through regular data review meetings. Teachers are aware of students' RTI goals and criteria to exit or advance in the RTI process.

The school implements an effective program to support students with disabilities. The school offers integrated co-teaching ("ICT") and counseling, and partners with the local districts to provide other related services. The school implements some strong ICT classrooms across the school. In one example, one teacher worked with a pre-determined small group of students while the other teacher circulated to provide feedback to students. The second teacher then identified another small group of students struggling with the assignment and pulled them into a small group for more support. The school recognizes an opportunity to build more consistent ICT practices. Teachers are well aware of students' Individualized Education Program ("IEP") goals, and work with special education teachers to produce regular progress reports on students' attainment of their goals. Teachers regularly monitor students with disabilities' progress toward meeting grade level standards through regular data meetings with leaders.

The school's ELL program effectively meets the needs of ELLs. The school employs two ELL teachers to service the school's population. Based on students' English proficiency levels, the school programs push-in and pull-out support with the use of Imagine Language & Literacy and Leveled Literacy Intervention. The school

BENCHMARK SUMMARY

monitors ELL performance through its regular assessments and with the New York State English as a Second Language Achievement Test (“NYSESLAT”) at the end of each year. Teachers are aware of ELLs’ English language proficiency levels.

The school provides training to support teachers to meet at-risk student needs. The director of student services reviews student data, provides feedback to teachers, and determines specific trainings and support for teachers. For example, leaders delivered a professional development session focused on supporting teachers with rigorous questioning for ELLs and shared strategies on how to differentiate questioning without lowering expectations for student performance. The school also provides coordination time between at-risk program teachers and general education teachers. Teachers meet both formally and informally through daily huddles, grade team meetings, and prep periods. The school establishes a strong culture of collaboration amongst staff members.

ORGANIZATIONAL CAPACITY

South Shore’s organization works effectively to deliver the educational program. The school establishes an administrative structure with systems in place that allow the school to carry out its vision and priorities. The school’s dedicated operations team, with support from the executive director, builds effective systems and collaborates across the school to gain a clear understanding of the operational needs of the school. With a robust operational team in place, instructional leaders are able to focus primarily on supporting teacher development and student performance. The organizational structure establishes distinct lines of accountability. Staff members consistently report they know who to go to for what.

South Shore is exceeding its budgeted and chartered enrollment goals, and the school makes good faith efforts to meet its enrollment and retention targets. However, while the school meets its enrollment target for students with disabilities, it does not meet its targets for ELLs or economically disadvantaged students. The school will continue to monitor its enrollment and retention targets, and leaders prioritize adjusting recruitment strategies in order to work toward meeting those goals.

South Shore regularly monitors and evaluates the school’s programs and makes changes as necessary. The school has worked diligently to identify gaps in student knowledge and skills when students arrive at the school, and it works to ensure teachers implement the most effective programs for student learning. Leaders consistently review and assess schoolwide performance and reflect on what can be improved.

BOARD OVERSIGHT & GOVERNANCE

South Shore’s board works effectively to achieve the school’s Accountability Plan goals. Board members possess the necessary skills and have put in place structures and procedures with which to govern the school. Members have experience in finance, community organizing, facilities, and mental health counseling. Committees meet regularly to discuss more specific details as they relate to finance, facilities, and academics. The committees then report out specific details pertinent to the full board.

BENCHMARK SUMMARY

South Shore's board requests and receives the necessary information to provide rigorous oversight of the school's program and finances. School leaders present operational, academic, and financial data to the full board on a monthly basis, enabling the board to monitor school performance across key areas. Members engage in regular questioning of the data to understand what specific actions the school can take to ensure it is reaching its goals.

The South Shore board regularly evaluates its performance and that of the school leader and holds the school leader accountable for student achievement. For its self evaluation, the board completed a reflection on their individual experiences. The board used this information and other school data to work with an external consultant to develop a strategic growth plan, which includes how the school and board will further develop itself within the Long Island community. With input from other board members, the board chair uses the Marzano Framework to evaluate the school leader's effectiveness.

South Shore

Ax

APPENDICES

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SOUTH SHORE CHARTER SCHOOL BOARD OF TRUSTEES¹

CHAIR	TRUSTEES
Keith Brown	Kanika Mobley
VICE CHAIR	Kevin Warren
Arturo Cuchillas	
TREASURER	
Miguel C. Garrick	
SECRETARY	
Danielle Gray	

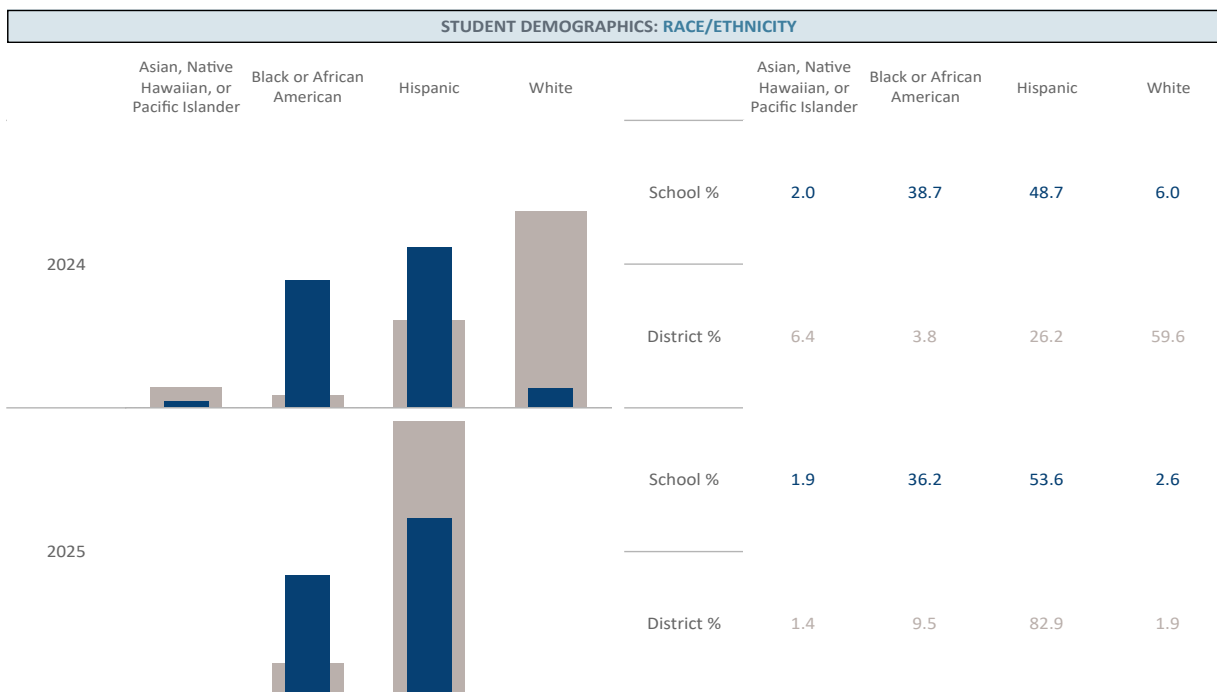
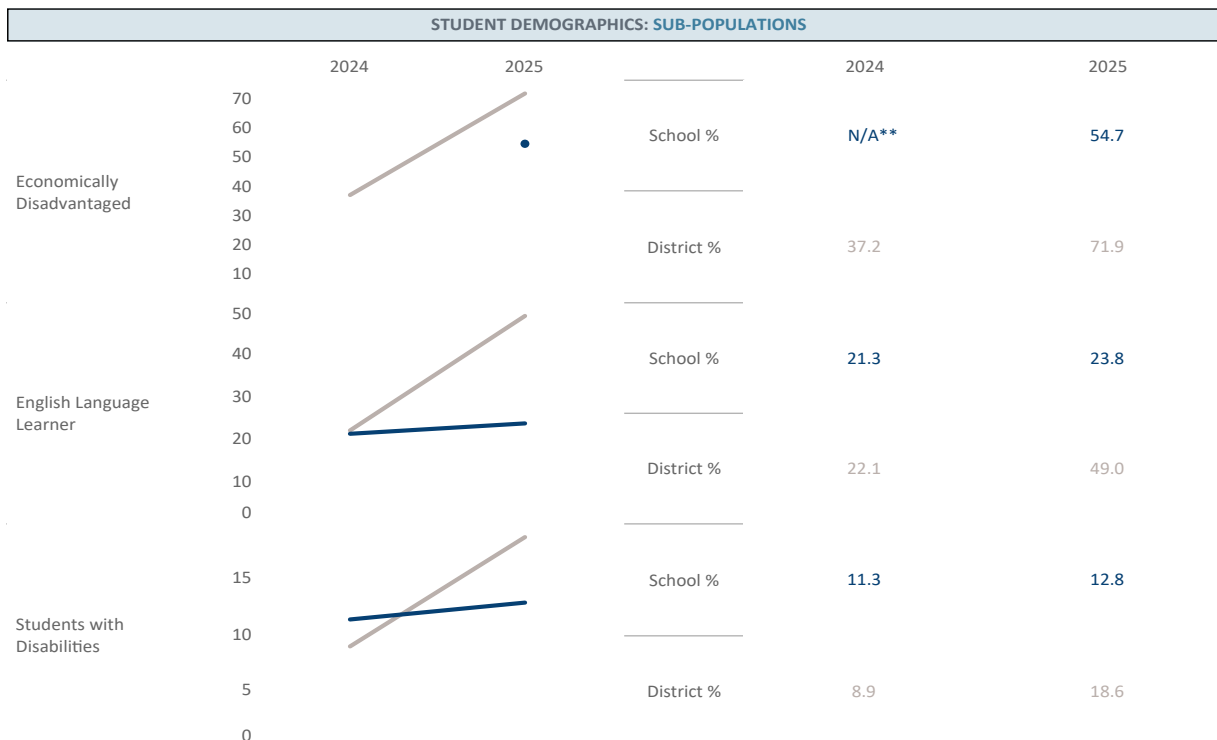
SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ²	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2023-24	150	146	97%	K-1
2024-25	225	256	114%	K-2
2025-26	300	345	115%	K-3

1. Source: The Institute’s board records at the time of report finalization.
2. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

South Shore Charter School

Central Islip UFSD*



*The district of location for South Shore was Sachem CSD in 2023-24, and Central Islip UFSD in 2024-25.

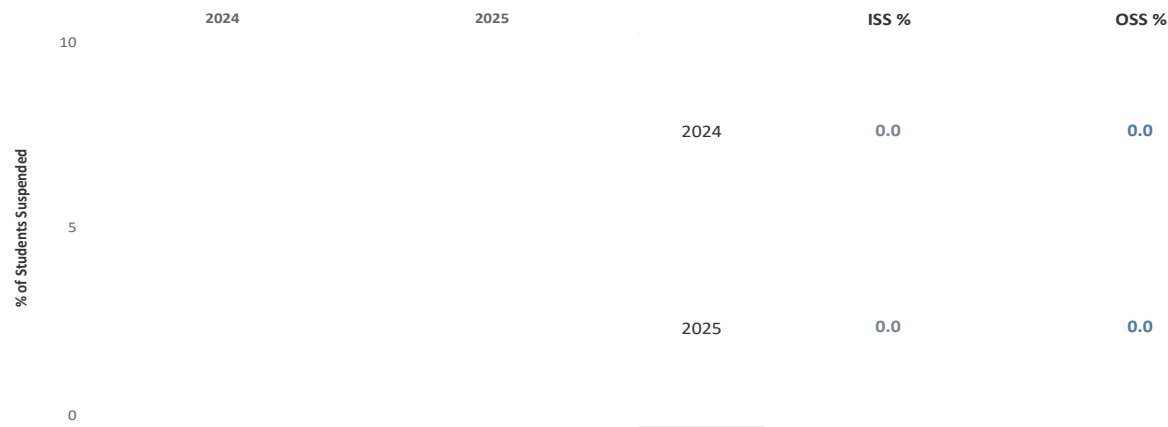
**Due to an error in data reporting, enrollment rates for economically disadvantaged students are unavailable for the 2023-24 school year.

Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department ("NYSED").

APPENDIX A: SCHOOL OVERVIEW



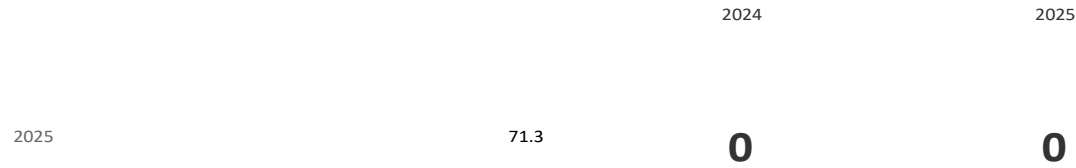
South Shore Charter School



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return

Expulsions: The number of students expelled from the school each year



South Shore Charter School's Enrollment and Retention Status: 2024-25

		Target %	School %
Enrollment	Economically Disadvantaged	68.9	54.7
	English Language Learners	42.4	23.8
	Students with Disabilities	11.5	12.8
Retention	Economically Disadvantaged	95.0	N/A*
	English Language Learners	94.7	78.1
	Students with Disabilities	95.5	76.5

*Due to an error in data reporting, retention rates for economically disadvantaged students are unavailable for the 2024-25 school year.

Discipline data above reflect information reported by the education corporation and validated by the Institute. Enrollment and retention data reflect available BEDS day information as reported by NYSED.

APPENDIX A: SCHOOL OVERVIEW



SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2023-24	First Year Visit	February 8, 2024
2025-26	Evaluation Visit	March 31, 2026

CONDUCT OF THE VISIT

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
March 31, 2026	Ali Foglia	School Evaluator
	Andrew Kile	Director of School Evaluation

CHARTER CYCLE CONTEXT

CHARTER TERM	YEAR IN TERM	ANTICIPATED RENEWAL VISIT
Initial	Third Year of its Five Year Charter Term	Fall 2027

