SOUTH SHORE CHARTER SCHOOL

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Dermoth Mattison

82 Carleton Ave, Central Islip, NY 11722

631-864-7000

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Dermoth Mattison, Founder and Executive Director, prepared this 2024-25 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Keith Brown	Board Chair	All committees
Karlene Cowan	Treasurer	Finance, Governance
Kanika Mobley	Board Secretary	Executive, Academic
Arturo Cuchillas	Trustee	Facilities, Executive
Michelle Haynes	Trustee	Academic, Finance
Kevin Warren	Trustee	Facilities, Governance
Miguel Garrick	Trustee	Facilities, Executive

Dermoth Mattison has served as the school leader since 2022.

SCHOOL OVERVIEW

Mission Statement:
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.

Key Elements:
South Shore Charter School's educational program is designed to foster academic rigor and a curiosity for learning by implementing the following key design elements:

1. Resilience Focused- Character Education: At South Shore Charter School, our character education program serves both as a complement and a container for our academic program. We want our students to understand that our character governs how we approach all aspects of life, including our approach to learning and achievement. Innovative leaders, in particular, must exhibit the tenacity, integrity, and curiosity needed to solve our most challenging problems. The impact of the global pandemic on communities and individuals was beyond measure. Our character education will focus on building a sense of resiliency in our scholars to repair the harm from this traumatic time in our world's history.

2. Inquiry Based Learning: Our inquiry-based learning is about cultivating curiosity in the classroom which is central to South Shore Charter School. We believe that students learn best when they are given tools to test their hypothesis, structures to collaborate with others and the skills and strategies necessary to access academic resources. Our inquiry-based learning approach will provide students with opportunities to experience and acquire processes through which they can gather information about the world. There are high levels of interactions between student, teacher, the area of study, academic resources, and the learning environment.

3. Extended Learning Time: To best meet the academic and social emotional needs of our students, we offer an extended school day and an extended school year. Our school day offers 185 days of instruction. A typical school day runs from 7:45am to 4:00pm. We believe that an extended school day and a longer school year will provide additional learning opportunities for students to close the achievement gap.

4. Increased ELA & Math Instructional Minutes: We believe that students need an enormous amount of rich language experiences to close the achievement gaps and to equip them with the vocabulary and nuances to best support their ability to frame well-crafted hypotheses. To this end, we offer 165 minutes of literacy each day, with a specific focus on a balanced literacy approach. We also engage students in creative problem solving by offering 90 minutes of math instruction on a daily basis. These extended instructional minutes are used to challenge our students with standards-based problem-solving activities that will help them be nimble and even courageous as they encounter more complex content.

5. Academic & Social Emotional Intervention Services: Academic intervention is a critical component of our educational program, targeted at our Students with Disabilities, English Language Learners

and Title I population. We use assessment and data analysis tools to identify students that may be struggling to meet specific learning targets and diagnose their needs to devise a plan for support. Our response to intervention includes a detailed learning plan, advocacy with the appropriate agencies for more comprehensive evaluation and services, and additional academic and counseling specialists to support other needs. We hire the expertise and experience necessary to address the social emotional needs of our scholars.

6. Social and Emotional Learning: Research shows that a focus on social emotional learning not only improves academic achievement by an average of 11 percentile points, but it also increases prosocial behaviors, such as kindness, sharing, and empathy, and reduces depression and stress among students. At South Shore Charter School, we know that the distance learning required by the COVID-19 pandemic had a profound impact on the social and emotional lives of children. Schools are not just environments for academic learning, but they are the spaces in which our children learn important interpersonal management skills. We incorporate social emotional learning and other responsive classroom strategies to restore the sense of safety and connection that has been lost during the pandemic.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23														N/A
2023-24	91	59												150
2024-25	88	95	81											264

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Ensure all students are proficient in the New York State Next Generation English Language Arts standards.

BACKGROUND

Our English Language Arts curriculum is supported by MyView Literacy program. MyView is an inquiry based, student centered, ELA curriculum for students in grades K-5. The curriculum is rooted in the Next Generation Learning Standards. The program is a blended, integrated curriculum that promotes student ownership of learning through goal setting, student choice, and reflection. The myView Literacy program encourages social collaboration and links together knowledge, skills and

learning behaviors while at the same time utilizing gradual release, project-based inquiry and rigorous standards to support defined learning outcomes with learning activities, instruction, and assessments that address the needs of our diverse classrooms.

The MyView program aligns to South Shore's inquiry based approach to learning. Students are provided with multiple opportunities to engage in authentic projects related to each unit theme. Through these projects, students can apply skills to real world problems that affects their community. The program supports our model to provide students with increased instructional minutes. The lessons are designed to be implemented in a 45-minute period. In addition, the program supports our character education program. In connection with our character education key design element, MyView also exposes students to relevant literature in a variety of genres, cultures and perspectives. Exposure to multicultural literature will enhance students' knowledge, stimulate curiosity and foster a desire to learn more. Multicultural literature will also help our students embrace diversity, gain a greater awareness of other cultures, identify commonalities and celebrate how different life experiences and perspectives enrich the lives of everyone in the community. In addition, each classroom will be stocked with a library of diverse books across reading levels that students will have a choice to select during independent reading. Anchor texts and read alouds will be across a spectrum of text complexity and provide diverse images to act as mirrors, windows and sliding doors for students within the classroom. Students will be able to see themselves, learn and appreciate others and develop empathy through the lens of the texts.

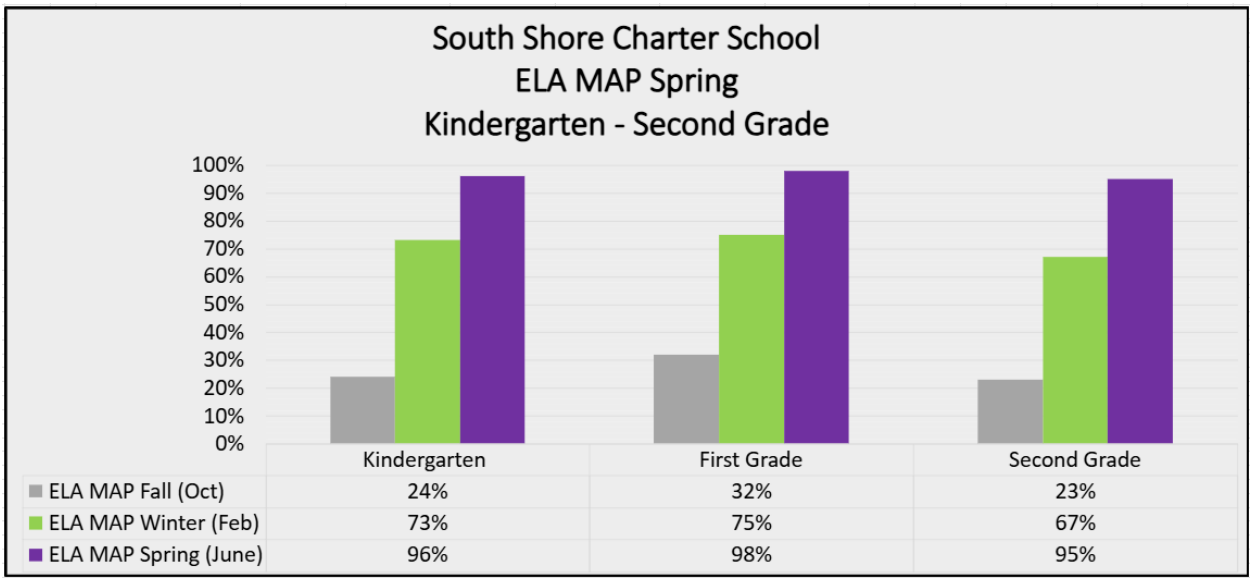
Professional development is ongoing and occurs daily by grade level. The grade team leaders and coach provided teachers with written and oral feedback on lesson plans, modeling opportunities.

METHOD

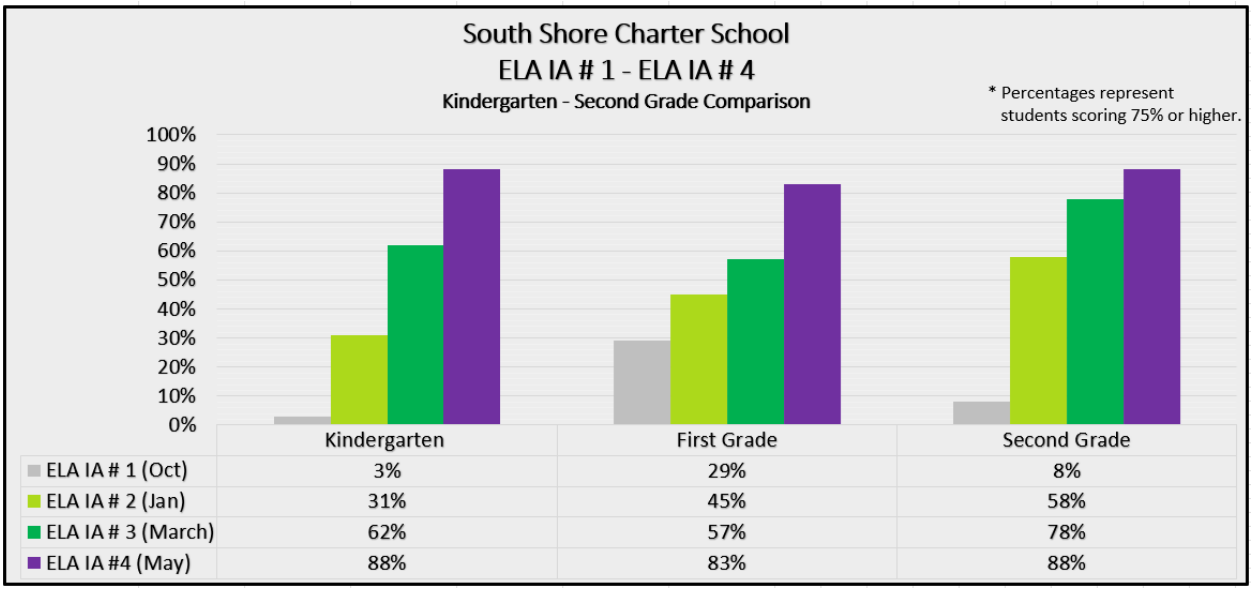
For the 2024-25 school year we assessed NWEA MAP the three terms, fall, winter and spring. Teachers also access students' performed through quarterly in house interim assessments. These assessments are based on New York State Next Generation standards.

RESULTS AND EVALUATION

With the NWEA MAP testing we noticed our scholars showed progress in reading comprehension, with an average increase of 99th percentile from beginning to end of the year. We were also able to see our English Language Learners and Students with Disabilities show improvement across the board.



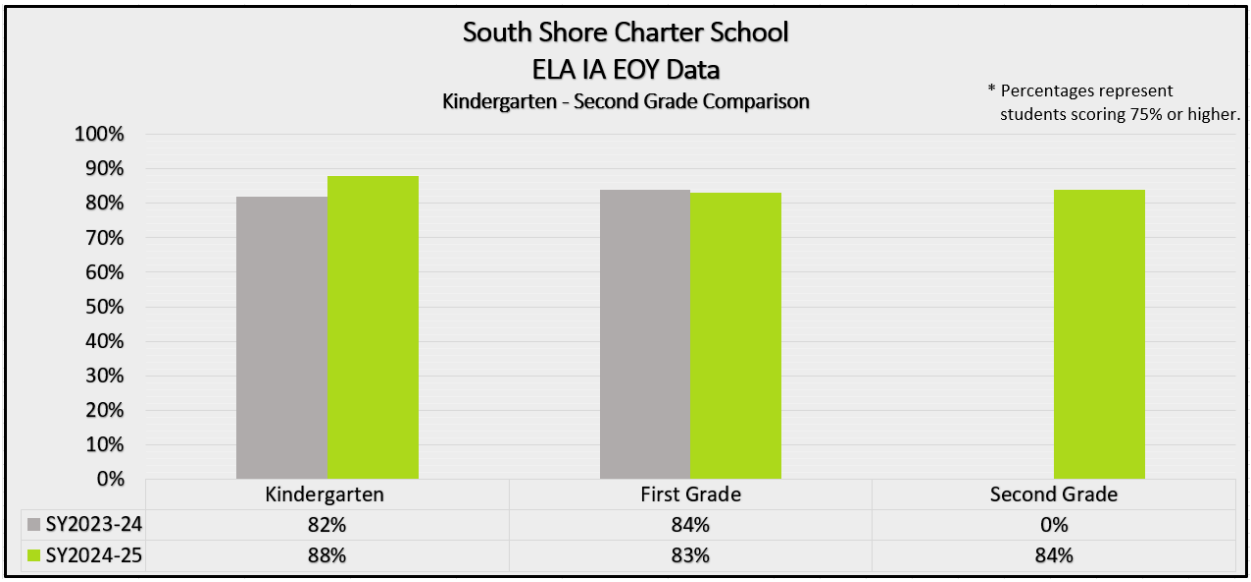
We administered out in house interim assessment four times throughout the year. Below you will find the results of these assessments.



	Kindergarten	First Grade	Second Grade
ELA IA # 1 (Oct)	3%	29%	8%
ELA IA # 2 (Jan)	31%	45%	58%
ELA IA # 3 (March)	62%	57%	78%
ELA IA #4 (May)	88%	83%	88%

ADDITIONAL CONTEXT AND EVIDENCE

Based on the chart below we were able to maintain our strong academic standing. For the second consecutive year scholars scored an average of 75% or higher on assessments which showed we were able to maintain our academic performance.



	Kindergarten	First Grade	Second Grade
SY2023-24	82%	84%	0%
SY2024-25	88%	83%	84%

We noticed a 6% increase in our Kindergarten scholar's overall performance from 82% to 86%.

ACTION PLAN

In addition to our targeted focus on improving our ENL and AIS program, we will also focus on increasing the rigor of our classroom instruction by increasing the complexity of text used and questions being asked to push scholars in their thinking. This will be done through the implementation of close reading during our ELA reading comprehension block. We will implement this step across the school and particularly in second and third grade to ensure scholars are being exposed to complex texts and questions that will prepare them to be successful on the New York State ELA Exam. In addition, we will also continue to have a strong emphasis on phonics during intervention to close learning gaps that exists with our most vulnerable population of students (ENL and Students with Disabilities).

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Ensure all students are proficient in the New York State Next Generation Mathematics standard.

BACKGROUND

Mathematics instruction at South Shore is implemented using the Envision 2.0 curriculum. Envision is designed to develop deep conceptual mathematical understanding using an inquiry-based approach to learning. We have chosen this program because it is a research-based program that aligns with the Next Generation Learning Standards. Our math focuses on developing conceptual understanding, building mathematical proficiency and promoting high order thinking. Our math instructional approach combines a conceptual focused framework which allows students to connect and apply math ideas in different ways. Lessons start with Problem-Based Learning, where students must think critically about a real-world math problem, evaluate options, collaborate, and present solutions. This is followed by Visual Learning to solidify the underlying math concepts. Students are pushed to explain and justify their answers using reasoning. This promotes class discussion.

The curriculum also allows students to engage in high interest math projects which invites all students to be active participants. We increase motivation by allowing students to choose the project ideas they wish to explore and complete. Each lesson in the curriculum is designed to be implemented in 90 minutes, which aligns to our extended math instructional design. The curriculum's project-based learning approach aligns with our vision to set students up to address challenges facing their community by encouraging them to take a stance on their solutions, displaying step-by-step, their approach to their problem solving, and then articulating their process.

Another important aspect of our math curriculum is Cognitive Guided Instruction (CGI) which builds students' ability to solve math problems and deepen their understanding of number sense and operations. Each day students are presented with a number story that allows them to solve with invented strategies or by working with concrete representation of numbers. Scholars record their work and engage in intellectual conversations where they compare and contrast various strategies that were used in the classroom by their peers. South Shore Charter School uses CGI because it allows scholars to explore various strategies to solve problems and pushes them to engage in

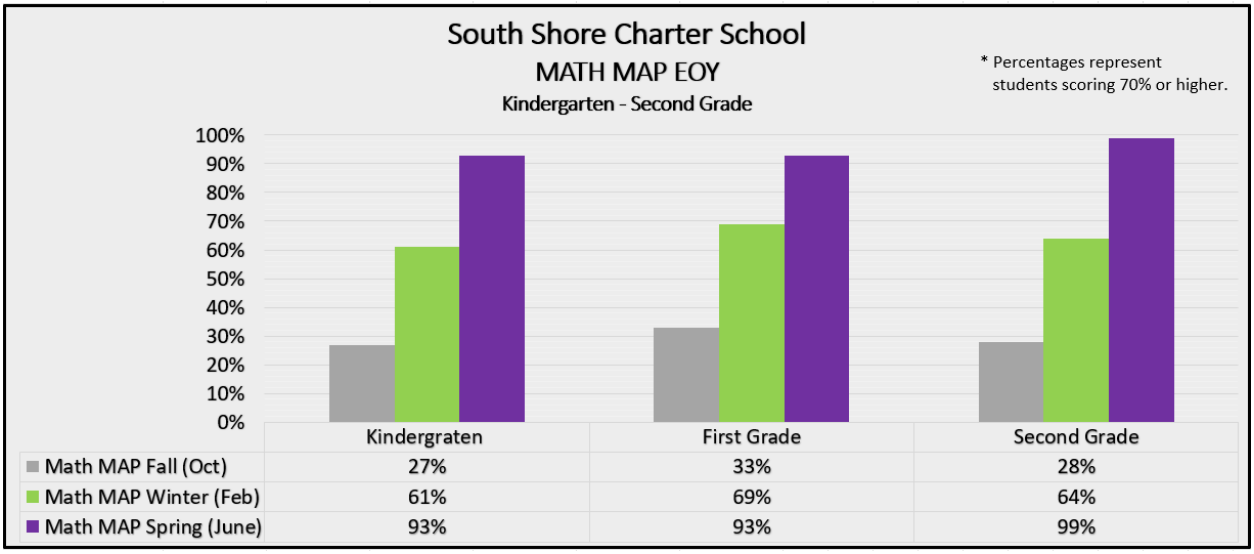
mathematical conversations to explain their thinking and their work. CGI allows scholars to engage in inquiry base learning where they are able to implement their strategies to solve problems.

METHOD

For the 2024-25 school year we assessed NWEA MAP the three terms, fall, winter and spring. Teachers also access students' performance through quarterly in-house interim assessments. These assessments are created based on New York State Next Generation standards.

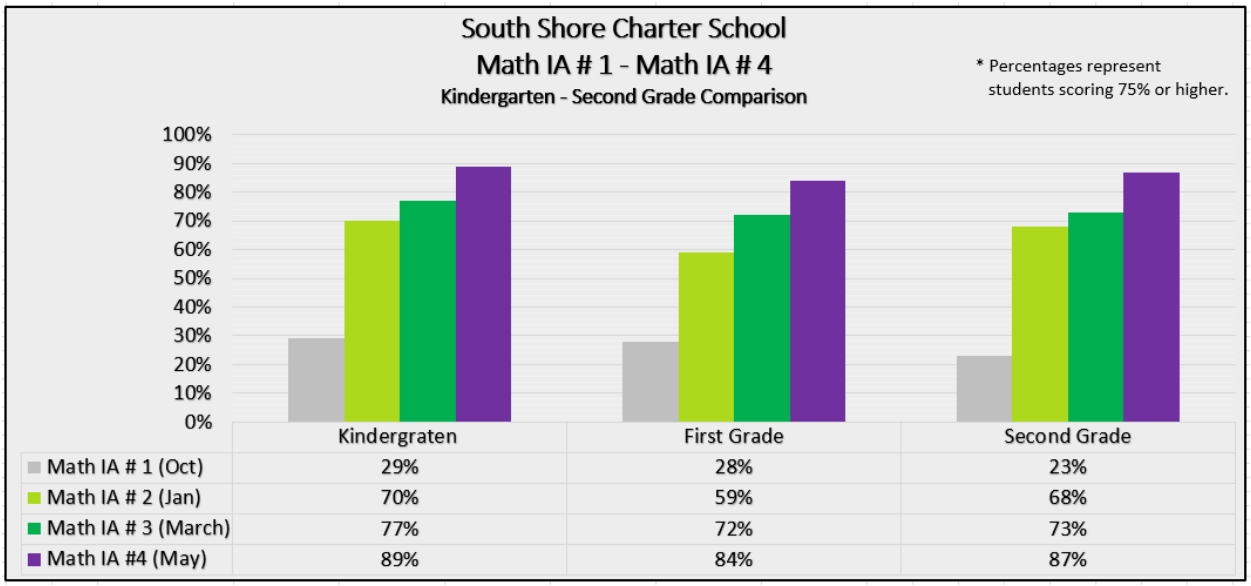
RESULTS AND EVALUATION

With the NWEA MAP testing we noticed students showed a strong growth in mathematics with an average increase of 99th percentile from fall 2024 to spring 2025. We were also able to see our English Language Learners and Special Ed students show improvement across the board.



	Kindergraten	First Grade	Second Grade
Math MAP Fall (Oct)	27%	33%	28%
Math MAP Winter (Feb)	61%	69%	64%
Math MAP Spring (June)	93%	93%	99%

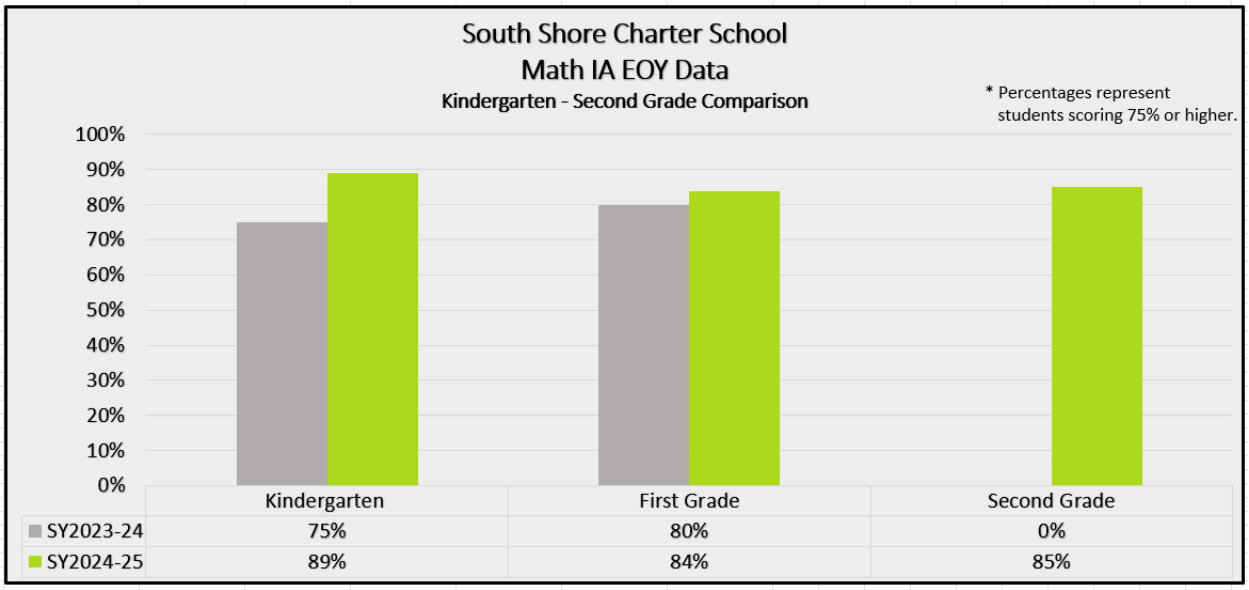
We also administered our in-house interim assessment four times throughout the year. Below you will find the results of these assessments. We were able to see the growth across all grade levels.



	Kindergraten	First Grade	Second Grade
Math IA # 1 (Oct)	29%	28%	23%
Math IA # 2 (Jan)	70%	59%	68%
Math IA # 3 (March)	77%	72%	73%
Math IA #4 (May)	89%	84%	87%

ADDITIONAL CONTEXT AND EVIDENCE

Below we have attached our yearly comparison where we noticed an increase across the board for all grades based on interim assessment. For our Kindergarten scholars, there was an increase from 75% to 89% which was a significant increase. In first grade, our scholars also showed growth from 80% to 84%. In addition, our second-grade scholars performed at 85%. With these results, we will continue to provide support to all our scholars.



	Kindergarten	First Grade	Second Grade
SY2023-24	75%	80%	0%
SY2024-25	89%	84%	85%

ACTION PLAN

To continue our improvements in math, we will have an intense focus on pushing scholars to increase the satisfaction of their strategies during CGI. We will do this by providing professional development to teachers centered around deep understanding of anticipatory frameworks. We will also continue to have data meetings focused on analyzing student work samples in order to better

understand trends across classes and grades. In addition, we will continue to prioritize number stories and number sense and operations in our small group intervention work time.

GOAL 3: SCIENCE

Goal 3: Science

All students at South Shore Charter School will be proficient in Science and will make strong annual progress.

BACKGROUND

South Shore's approach to science is designed to provide students with an opportunity for inquiry based and investigative scientific experiments and assignments. Our science curriculum is aligned to the Next Generation Learning Standards. We will use the Inspire Science curriculum to deliver instruction. We have chosen this curriculum because it fosters students' innate curiosity and elevates their critical thinking. Every lesson in Inspire Science offers multiple inquiry-based activities, along with techniques that scientists and engineers use in the real world. These inquiry activities include differentiation strategies and various pacing options ranging from simple investigations to complex lab explorations. The curriculum also facilitates hands-on investigation which deepens student understanding. In addition, it also encourages creative problem-solving which inspires innovative thinking.

In addition to Inspire Science, we will also incorporate FOSS in the science curriculum. FOSS is research based and has been used by schools across the country for decades. Its approach to science instruction aligns with South Shore's focus on deep learning in that students are building a conceptual understanding of scientific concepts while simultaneously integrating other curricular areas into their studies, including technology.

METHOD

For the 24-25 school year we administered monthly end of unit assessments in all grades at the conclusion of each unit. In addition, scholars also engaged in project-based assessments such as science fair projects and in class science labs.

RESULTS AND EVALUATION

For school year 2024-25, our school exceeded internal targets in science, with 90% of scholars, including students with disabilities, English language learners, and economically disadvantaged students, demonstrating proficiency (Level 4) on science assessments and projects. Each week, scholars receive 135 minutes of science instruction and a minimum of 90 minutes of engineering instruction, ensuring both content knowledge and applied practice are consistently developed. The integration of project-based learning with science theory has proven highly effective, allowing scholars to demonstrate mastery through hands-on exploration as well as conceptual understanding. This balance not only drives strong assessment outcomes but also builds critical thinking and problem-solving skills. Our results reflect the strength of this instructional model and

confirm that providing structured time and high-quality experiences in science and engineering directly supports student achievement across all populations.

ADDITIONAL CONTEXT AND EVIDENCE

From year one to year two of the accountability period, we have seen strong improvement both in student results and in the implementation of our science and engineering programs. In year one, the focus was on building a foundation of science theory and background knowledge, primarily through science-rich texts and exploration of concepts via reading. While hands-on opportunities were present, the emphasis was on ensuring scholars could apply close reading skills to unpack complex texts and connect ideas to the real world through a scientific lens. Assessments confirmed that this grounding in theory was effective in building comprehension and conceptual understanding.

Year two built upon this foundation by expanding into project-based applications that showcased learning through science and engineering integration. Concepts of force and motion became a ball-drop distance project, life cycles evolved into butterfly studies and habitat designs, and coding was introduced to strengthen critical thinking and problem-solving. This cross-curricular approach allowed scholars to not only learn scientific theory but also explore and apply it through tangible projects. The year-to-year data demonstrates that layering application on top of a strong theoretical base was an effective model for growth. Moving forward, we will continue to refine this balance, ensuring both depth of knowledge and breadth of application, while monitoring to sustain high levels of performance.

ACTION PLAN

To ensure consistency in data collection and reporting, our school will continue monitoring progress through unit assessments, Interim Assessments (IAs), and unit projects, regardless of instructional modality. These tools provide both theoretical and applied measures of scholar learning and allow for timely adjustments in instruction. To strengthen our practices further, we will introduce computer-based testing in the upper grades for science, aligning our assessments with modern platforms and preparing students for future testing environments. Strategic interventions will be targeted toward specific cohorts and subpopulations, ensuring that students with disabilities, English language learners, and economically disadvantaged scholars receive tailored support. Data from unit assessments, IAs, and projects will be analyzed by grade and subgroup to identify trends, strengths, and areas for improvement. Based on results, we will refine instructional pacing, enhance project-based opportunities, and provide additional coaching to teachers where needed. This balanced approach will allow us to sustain and improve academic performance while maintaining rigorous, reliable data practices.

GOAL 4: ESSA

Goal 4: ESSA

South Shore Charter School will make Adequate Yearly Progress.

Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

There were no mandated testing grades for the 24-25 school year.

ADDITIONAL EVIDENCE

Accountability Status by Year

Year	Status
2022-23	N/A
2023-24	N/A
2024-25	N/A