

# Application: Atmosphere Academy Public Charter School

Gretchen Liga - gliga@csbm.com  
2021-2022 Annual Report

## Summary

**ID:** 0000000033

**Last submitted:** Nov 1 2022 03:20 PM (EDT)

**Labels:** SUNY Trustees

## Entry 1 School Info and Cover Page

**Completed** Aug 1 2022

### [Instructions](#)

#### **Required of ALL Charter Schools**

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

## Entry 1 School Information and Cover Page

**(New schools that were not open for instruction for the 2021-2022 school year are not required to complete or submit an annual report this year).**

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2022)** or you may not be assigned the correct tasks.

## BASIC INFORMATION

---

**a. SCHOOL NAME**

(Select name from the drop down menu)

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL 800000083985

**a1. Popular School Name**

Atmosphere Academy

**b. CHARTER AUTHORIZER (As of June 30th, 2021)**

Please select the correct authorizer as of June 30, 2022 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

**d. DISTRICT / CSD OF LOCATION**

CSD #10 - BRONX

**e. DATE OF INITIAL CHARTER**

10/2014

**f. DATE FIRST OPENED FOR INSTRUCTION**

8/2015

**c. School Unionized**

Is your charter school unionized?

No

**h. SCHOOL WEB ADDRESS (URL)**

<https://atmosphere.org/>

**i. Total Approved Charter Enrollment for 2021-2022 School Year (exclude Pre-K program enrollment)**

720

**j. Total Enrollment on June 30, 2022 (exclude Pre-K program enrollment)**

648

**k. Grades Served during the 2021-2022 School Year (exclude Pre-K program students)**

Check all that apply

Grades Served

6, 7, 8

**I1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

No

---

**FACILITIES INFORMATION**

**m. FACILITIES**

Will the school maintain or operate multiple sites in 2022-2023?

Yes, 3 sites

**ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL 800000083985**

---

**School Site 1 (Primary)**

---

**m1. SCHOOL SITES**

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	22 Marble Hill Avenue, Bronx, NY 10463	718-696-0493	NYC CSD 10	6	6

**m1a. Please provide the contact information for Site 1.**

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Colin Greene	Chief Executive Officer/Founder	718-696-0493		<a href="mailto:cgreene@atmosphere.org">cgreene@atmosphere.org</a>
Operational Leader	Gabriel Rosenblum	Chief Operating Officer	718-696-0493		<a href="mailto:grosenblum@atmosphere.org">grosenblum@atmosphere.org</a>
Compliance Contact	Colin Greene	Chief Executive Officer/Founder	718-696-0493		<a href="mailto:cgreene@atmosphere.org">cgreene@atmosphere.org</a>
Complaint Contact	Gabriel Rosenblum	Chief Operating Officer	718-696-0493		<a href="mailto:grosenblum@atmosphere.org">grosenblum@atmosphere.org</a>
DASA Coordinator	Christian Roman	Chief Culture Officer	718-696-0493		<a href="mailto:croman@atmosphere.org">croman@atmosphere.org</a>
Phone Contact for After Hours Emergencies	Colin Greene	Chief Executive Officer/Founder	718-696-0493		<a href="mailto:cgreene@atmosphere.org">cgreene@atmosphere.org</a>

**m1b. Is site 1 in public (co-located) space or in private space?**

Private Space

---

**IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC**

**m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.**

- **Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2021.**
- **If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022.**

**Site 1 Certificate of Occupancy (COO)**

[22 Marble Hill TCO.pdf](#)

**Filename:** 22 Marble Hill TCO.pdf **Size:** 33.0 kB

---

**Site 1 Fire Inspection Report**

[22 Marble Hill Fire Inspection Certificate v2.pdf](#)

**Filename:** 22 Marble Hill Fire Inspection Certificate v2.pdf **Size:** 1.4 MB

**Atmosphere Academy**

---

**School Site 2**

## m2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	5959 Broadway, Bronx, NY 10463	718-696-0493	NYC CSD 10	7	7

### m2a. Please provide the contact information for Site 2.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Colin Greene	Chief Executive Officer/Founder	718-696-0493		<a href="mailto:cgreene@atmosphere.org">cgreene@atmosphere.org</a>
Operational Leader	Gabriel Rosenblum	Chief Operating Officer	718-696-0493		<a href="mailto:grosenblum@atmosphere.org">grosenblum@atmosphere.org</a>
Compliance Contact	Colin Greene	Chief Executive Officer/Founder	718-696-0493		<a href="mailto:cgreene@atmosphere.org">cgreene@atmosphere.org</a>
Complaint Contact	Gabriel Rosenblum	Chief Operating Officer	718-696-0493		<a href="mailto:grosenblum@atmosphere.org">grosenblum@atmosphere.org</a>
DASA Coordinator	Christian Roman	Chief Culture Officer	718-696-0493		<a href="mailto:croman@atmosphere.org">croman@atmosphere.org</a>
Phone Contact for After Hours Emergencies	Colin Greene	Chief Executive Officer/Founder	718-696-0493		<a href="mailto:cgreene@atmosphere.org">cgreene@atmosphere.org</a>

**m2b. Is site 2 in public (co-located) space or in private space?**

Private Space

---

**IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC**

**m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2022.**

- **Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2022.**
- **If the fire inspection certificate expires after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022. Please note in the portal that this is the case**

**Site 1 Certificate of Occupancy (COO)**

[5959 Broadway - Final CO 10.27.21.pdf](#)

**Filename:** 5959 Broadway - Final CO 10.27.21.pdf **Size:** 47.2 kB

---

**Site 2 Fire Inspection Report**

[5959 Broadway Fire Inspection Certificate v2.pdf](#)

**Filename:** 5959 Broadway Fire Inspection Certificate v2.pdf **Size:** 1.4 MB

**ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL 800000083985**

---

**School Site 3**



**m3. SCHOOL SITES**

Please provide information on site 3 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 3	3700 Independence Avenue, Bronx, NY 10463	718-696-0493	NYC CSD 10	8	8

**m3a. Please provide the contact information for Site 3.**

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Colin Greene	Chief Executive Officer/Founder	718-696-0493		<a href="mailto:colingreene@atmosphere.org">colingreene@atmosphere.org</a>
Operational Leader	Gabriel Rosenblum	Chief Operating Officer	718-696-0493		<a href="mailto:grosenblum@atmosphere.org">grosenblum@atmosphere.org</a>
Compliance Contact	Colin Greene	Chief Executive Officer/Founder	718-696-0493		<a href="mailto:colingreene@atmosphere.org">colingreene@atmosphere.org</a>
Complaint Contact	Gabriel Rosenblum	Chief Operating Officer	718-696-0493		<a href="mailto:grosenblum@atmosphere.org">grosenblum@atmosphere.org</a>
DASA Coordinator	Christian Roman	Chief Culture Officer	718-696-0493		<a href="mailto:croman@atmosphere.org">croman@atmosphere.org</a>
Phone Contact for After Hours Emergencies	Colin Greene	Chief Executive Officer/Founder	718-696-0493		<a href="mailto:colingreene@atmosphere.org">colingreene@atmosphere.org</a>

**m3b. Is site 3 in public (co-located) space or in private space?**

Private Space

---

**IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC**

**m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2022.**

- **Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2022.**
- **If the fire inspection certificate expires after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022. Please note in the portal that this is the case**

**Site 1 Certificate of Occupancy (COO)**

[3700 Independence CO.pdf](#)

**Filename:** 3700 Independence CO.pdf **Size:** 126.9 kB

---

**Site 3 Fire Inspection Report**

[3700 Independence Fire Inspection Certificate.pdf](#)

**Filename:** 3700 Independence Fire Inspection Certificate.pdf **Size:** 21.7 kB

---

**CHARTER REVISIONS DURING THE 2021-2022 SCHOOL YEAR**

**n1. Were there any revisions to the school’s charter during the 2021-2022 school year? (Please include approved or pending material and non-material charter revisions).**

No

**o. Has your school's Board of Trustee's approved a budget for the 2021-2022 FY?**

Yes

**ATTESTATIONS**

**p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).**

Name	Gabriel Rosenblum
Position	Chief Operating Officer
Phone/Extension	718-696-0493
Email	<a href="mailto:grosenblum@atmosphere.org">grosenblum@atmosphere.org</a>

**p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.**

**Responses Selected:**

Yes

q. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

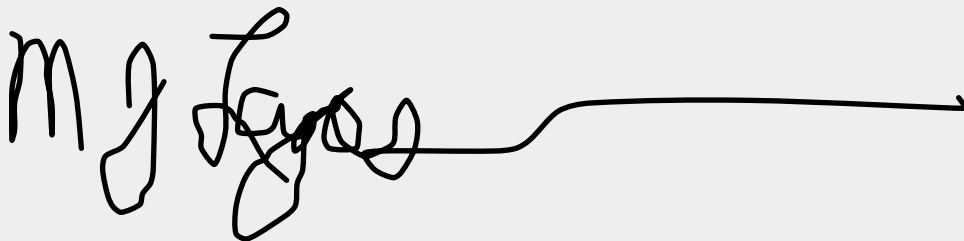
**Responses Selected:**

Yes

**Signature, Head of Charter School**

The image shows two handwritten signatures in black ink on a light gray background. The first signature is 'Colin' followed by a large, stylized 'P'. The second signature is 'Greene'.

**Signature, President of the Board of Trustees**

The image shows a handwritten signature in black ink on a light gray background. The signature appears to be 'M. J. Lopez' followed by a long horizontal line that ends in an arrowhead pointing to the right.

**Date**

Jul 30 2022

Thank you.



## Entry 3 Accountability Plan Progress Reports

Completed Oct 27 2022

### Instructions

#### **SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter**

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the SUNY Epicenter system by **September 15, 2022**. SUNY CSI will forward to NYSED CSO.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

#### **AAPCS Accountability Plan Progress Report 2021-22 rev**

**Filename:** AAPCS Accountability Plan Progress YHQUC12.pdf **Size:** 1.1 MB

## Entry 4 - Audited Financial Statements

Incomplete

#### **Required of ALL Charter Schools**

**ALL SUNY-authorized charter schools** must upload the financial statements and related documents in PDF format into the SUNY Epicenter system no later than **November 1, 2022**. SUNY CSI will forward to NYSED CSO. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

**ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools** must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2022**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

**PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2022 but will be identified as a required task thereafter and due on November 1, 2022. This is a required task, and it is marked optional for administrative purposes only.**

## Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

#### **Instructions - SUNY-Authorized Charter Schools ONLY**

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system no later than **November 1, 2022**. SUNY CSI will forward to

NYSED CSO.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## Entry 4c - Additional Financial Documents

**Incomplete** Hidden from applicant

**Instructions - Regents, NYCDOE and Buffalo BOE authorized schools** must upload financial documents and submit by **November 1, 2022**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a “federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold.”

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school<sup>[1]</sup>
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

---

<sup>[1]</sup> Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## Entry 4d - Financial Services Contact Information

**Incomplete** Hidden from applicant

**Regents, NYCDOE, and Buffalo BOE authorized schools** should enter financial contact information directly into the form within the portal by **November 1, 2022**.

## Form for "Financial Services Contact Information"

### 1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

## 2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

## 3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

## Entry 5 - Fiscal Year 2022-2023 Budget

**Incomplete**

**SUNY-authorized charter schools** should download the [2022-23 Budget and Quarterly Report Template and the 2022-23 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed template into Epicenter. SUNY CSI will forward to NYSED CSO. **Due November 1, 2022.**

**Regents, NYCDOE, and Buffalo BOE authorized charter schools** should upload a copy of the school's FY22 Budget using the [2022-2023 Budget Template](#) in the portal or from the Annual Report website. **Due November 1, 2022.**

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## Entry 6 - Board of Trustees Disclosure of Financial Interest Form

**Completed** Aug 1 2022

Due on August 1, 2022, each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2021-2022 school year must complete and sign a [Trustee Disclosure of Financial Interest Form](#). Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for completing the form for trustees who left the board during the reporting year.**

Forms completed from past years will not be accepted. **Only the latest version of the form** (updated in April, 2022) is acceptable.).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

## **J**

**Filename:** J. Greene Disclosure of Financial Interest.pdf **Size:** 1.1 MB

## **M**

**Filename:** M. Lagas Disclosure of Financial I VMVfSMe.pdf **Size:** 302.4 kB

## **J**

**Filename:** J. Spitzer Disclosure of Financial e3uudja.pdf **Size:** 1.1 MB

## **AAPCS Financial Disclosure Form C Greene Signed**

**Filename:** AAPCS Financial Disclosure Form C L5jE6rF.pdf **Size:** 379.8 kB

## **A**

**Filename:** A. Dillon Disclosure of Financial seiB0gD.pdf **Size:** 915.5 kB

## **Entry 7 BOT Membership Table**

**Completed** Aug 1 2022

## **Instructions**

### **Required of ALL charter schools**

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

### **Entry 7 BOT Table**

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

**ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL 800000083985**



**Authorizer:**

Who is the authorizer of your charter school?

SUNY

---

**1. 2021-2022 Board Member Information (Enter info for each BOT member)**

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2021-2022
1	Alan Dillon		Trustee/Member	Finance; Governance	Yes	3	07/01/2022	06/30/2025	12
2	Dr. Michael Lagas, Ed.D.		Chair	Accountability	Yes	3	01/01/2020	12/31/2023	11
3	Jesse J. Greene, Jr.		Secretary	Finance; Governance	Yes	3	11/01/2021	10/31/2024	12
4	M. James Spitzer, Esq.		Trustee/Member	Accountability; Governance	Yes	2	11/01/2021	10/31/2024	8
5	Mervin Burton		Treasurer	Finance	No	3	09/01/2018	08/31/2021	5 or less
6									
7									
8									
9									

**1a. Are there more than 9 members of the Board of Trustees?**

No

**2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES**

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2022	4
b.Total Number of Members Added During 2021-2022	0
c. Total Number of Members who Departed during 2021-2022	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	4

**3. Number of Board meetings held during 2021-2022**

12

**4. Number of Board meetings scheduled for 2022-2023**

12

**Total number of Voting Members on June 30, 2022:**

4

Total number of Voting Members added during the 2021-2022 school year:

0

Total number of Voting Members who departed during the 2021-2022 school year:

1

Total Maximum Number of Voting members in 2021-2022, as set by the board in bylaws, resolution, or minutes:

9

Thank you.

## Entry 8 Board Meeting Minutes

**Incomplete** Hidden from applicant

### **Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY**

Schools must upload a complete set of monthly board meeting minutes (July 2021-June 2022), which should match the number of meetings held during the 2021-2022 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by **August 1, 2022**.

## Entry 9 Enrollment & Retention

**Completed** Aug 1 2022

### [Instructions for submitting Enrollment and Retention Efforts](#)

#### **Required of ALL Charter Schools**

Describe the good faith efforts the charter school has made in 2021-2022 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2022-2023.

## Entry 9 Enrollment and Retention of Special Populations

## Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2021-2022	Describe Recruitment Plans in 2022-2023
Economically Disadvantaged	<p>To recruit economically disadvantaged students, outreach was conducted in district public schools, public housing complexes, and buses and subways. Advertising was done in targeted, specific zip codes, and assistance with completion of the free and reduced price lunch applications was offered.</p> <p>In 2021-22, 95.3% of students were Economically Disadvantaged, exceeding the target of 90.1% by 5.2 percentage points.</p>	<p>In the upcoming school year, the school will continue online advertisements to reduce our reliance on community outreach. To the extent that we are able, however, the school will continue to utilize the same efforts to recruit economically disadvantaged students, focusing on high needs neighborhoods and organizations that serve high numbers of low-income families. If possible, recruitment efforts will once again include information sessions and outreach throughout our target neighborhoods. We will also continue to build new relationships with community-based organizations and local schools in order to maintain the percentage of economically disadvantaged students enrolling in the school.</p>
English Language Learners	<p>To specifically target English Language Learners, all advertising and promotional materials were translated into languages other than English as warranted by our location. All information sessions were offered in Spanish as well as English, and specific organizations that serve high concentrations of immigrant</p>	<p>As the school continues to build on its successful programming to meet the needs of English Language Learners, our efforts will remain primarily the same. We will update our recruitment materials and presentations to further highlight the school's success in meeting the needs of</p>

	<p>families were targeted in our outreach efforts.</p> <p>In 2021-22, 12% of students were English Language Learners, below the target of 18.3% by 6.3 percentage points.</p>	<p>ELL students and their families. In addition, we may, if needed, consider adding a preference for ELL students in future lotteries.</p>
Students with Disabilities	<p>To specifically target students with special needs, the school clearly articulated and highlighted the services and supports to be provided to meet the needs of all diverse learners.</p> <p>In 2021-22, 21% of students were Students with Disabilities, falling short of the target of 21.9% by 0.9 percentage points.</p>	<p>As this recruitment goal was almost met, the school does not intend to make any changes to its strategies to attract and enroll Students with Disabilities.</p>

### Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2021-2022	Describe Retention Plans in 2022-2023
Economically Disadvantaged	<p>To retain Economically Disadvantaged students, the school strives to provide opportunities for them to participate in enriched, experiential learning at no cost to families. The school also ensures that any families experiencing hardship are supported with resources and supports to the extent possible. Parents are assisted in filling out lunch forms and encouraged to keep the school informed if school or health/hygiene supplies are needed.</p>	<p>Due to a high level of retention for Economically Disadvantaged students, the school will implement the same strategies in the coming year.</p>
	<p>Over the course of the year, the school retained the vast majority</p>	

<p>English Language Learners</p>	<p>of its English Language Learners and expect that most will return for the upcoming school year. We believe that our high retention rates are due to the extensive and effective programming we provide for ELL students as well as an inclusive school community that fosters engagement for all families regardless of language barriers. These efforts include:</p> <ul style="list-style-type: none"> <li>• English as a New Language classes</li> <li>• Push-in and pull-out ELL services throughout the course of the day and across all content areas</li> <li>• An investment in a co-teaching model that targets and supports at-risk students</li> <li>• A full-time ELL Specialist</li> </ul> <p>Ongoing parental communication, translated if needed</p> <ul style="list-style-type: none"> <li>• Translation services at school events</li> </ul>	<p>Atmosphere Academy anticipates providing the same level of service and support for English Language Learners, leading to another year of high retention rates. Specific program changes may be made based on demonstrated student needs.</p>
	<p>During the school year, the school retained most of its special education students and expects most of return for the 2020-21 school year. These high retention rates are due to the numerous and effective interventions and programs provided, which include:</p> <ul style="list-style-type: none"> <li>• Collaboration with the Committee on Special Education and the SPED collaborative</li> <li>• A Special Education program that offers SETSS, ICT and 12:1:1 classes</li> <li>• A successful modified self-contained program</li> <li>• An investment in a co-teaching</li> </ul>	

<p>Students with Disabilities</p>	<p>model that targets and supports at-risk students</p> <ul style="list-style-type: none"> <li>• Intervention services that provide struggling learners with individualized academic remediation, coaching and tutoring</li> <li>• Additional academic and social emotional support through an afterschool program</li> <li>• Related services provided on site to meet other needs of students, including counseling, speech and language services.</li> <li>• Student support services staff, including Learning Specialists aligned to their content area expertise.</li> <li>• Teaching Assistants to support highest need students in and out of the classroom through classroom stations, co-teaching and class transition support</li> <li>• Engaging and consistent programming for and communication with parents via workshops, meetings and conferences, and a variety of communication streams.</li> </ul>	<p>The school anticipates providing the same level of service and support for Students with Disabilities leading to another year of high retention rates. Any specific program changes made will be based on demonstrated student needs.</p>
-----------------------------------	--	--

**Entry 10 - Teacher and Administrator Attrition**

Completed Aug 1 2022

**Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation**



## **A. TEACH System - Employee Clearance**

Charter schools must ensure that all prospective employees<sup>[1]</sup> receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

<sup>[1]</sup> Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.nysed.gov/common/nysed/files/programs/charter-schools/employeefingerprintoct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

---

## **B. Emergency Conditional Clearances**

### **Emergency Conditional Clearances**

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

---

### **Attestation**

#### **Responses Selected:**

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

## **Entry 11 Percent of Uncertified Teachers**

**Incomplete** Hidden from applicant

### **Instructions**

#### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

## **Entry 11 Uncertified Teachers**

**School Name:**

# Instructions for Reporting Percent of Uncertified Teachers

## Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

### CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2022)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	
Total Category A: 5 or 30% whichever is less	0

**CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.**

	FTE Count
i. Mathematics	
ii. Science	
iii. Computer Science	
iv. Technology	
v. Career and Technical Education	
<b>Total Category B: not to exceed 5</b>	<b>0</b>

**CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2022)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	
<b>Total Category C: not to exceed 5</b>	<b>0</b>

**TOTAL FTE COUNT OF UNCERTIFIED TEACHERS (Sum of Categories A, B AND C)**

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total	

**CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS**

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

**CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS**

	FTE Count
Total Category E	

**CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS**

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	

**Thank you.**



**Entry 12 Organization Chart**

**Incomplete** Hidden from applicant

## Instructions

### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

Upload the 2021-2022 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should **not** appear on the chart.

## Entry 13 School Calendar

Completed Aug 1 2022

[Instructions for submitting School Calendar](#)

### **Required of ALL Charter Schools**

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2022 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2022**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month. See an example of a calendar showing the requested information. Schools are encouraged to use a calendar template and ensure there is a monthly tally of instructional days.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### **AAPCS School Calendar**

Filename: AAPCS School Calendar.pdf Size: 1.2 MB

## Entry 14 Links to Critical Documents on School Website

Completed Aug 1 2022

### Instructions

#### **Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy**

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#));
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

[1] Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Repost when financials have been submitted in November.)

## Form for Entry 14 Links to Critical Documents on School Website

**School Name: Atmosphere Academy Public Charter School**

**Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy**

**By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school’s website for each of the items:**

	Link to Documents
1. Current Annual Report (i.e., 2021-2022 Annual Report)	<a href="https://atmosphere.org/wp-content/uploads/2022/07/atmosphere-academy-public-charter-school-ar2021_redacted.pdf">https://atmosphere.org/wp-content/uploads/2022/07/atmosphere-academy-public-charter-school-ar2021_redacted.pdf</a>
2. Board meeting notices, agendas and documents	<a href="https://atmosphere.org/about/board/">https://atmosphere.org/about/board/</a>
3. New York State School Report Card	<a href="https://data.nysed.gov/essa.php?year=2021&amp;instid=800000083985">https://data.nysed.gov/essa.php?year=2021&amp;instid=800000083985</a>
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	<a href="https://atmosphere.org/wp-content/uploads/2020/05/AAPCS-Discipline-Policy.pdf">https://atmosphere.org/wp-content/uploads/2020/05/AAPCS-Discipline-Policy.pdf</a>
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	<a href="https://atmosphere.org/safety-plan/">https://atmosphere.org/safety-plan/</a>
6. Authorizer-approved FOIL Policy	<a href="https://atmosphere.org/foil-policy/">https://atmosphere.org/foil-policy/</a>
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	<a href="https://atmosphere.org/foil-policy/">https://atmosphere.org/foil-policy/</a>

Thank you.



## Entry 15 Staff Roster

**Incomplete** Hidden from applicant

### [INSTRUCTIONS](#)

#### **Required of Regents and NYCDOE-authorized Charter Schools ONLY**

Please click on the MS Excel [Faculty/Staff Roster Template](#) and provide the following information for **ANY and ALL** instructional and non-instructional employees.

**Use of the 2021-2022 Annual Report Faculty/Staff roster template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required. Reminders:** Please use the notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Staff Roster Template will result in a resubmission of a fully corrected roster.

Please note the roster should include all staff employed any point from July 1, 2021 to June 30, 2022, including those employed on June 30th.





**Atmosphere Academy Public  
Charter Schools**

**2021-22 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 30, 2022

By Colin Greene

5959 Broadway  
Bronx, NY 10463

718-696-0493

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Colin Greene, Chief Executive Officer, prepared this 2021-22 Accountability Progress Report on behalf of the charter school's Board of Trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Dr. Michael Lagas, Ed.D.	Chair	Finance Middle School Committee
Jesse J. Greene, Jr., Esq.	Treasurer	Finance High School Committee
Alan Dillon	Member	Middle School Committee
M. James Spitzer, Esq.	Member	High School Committee
Colin Greene	Ex Officio	

**Colin Greene has served as the Chief Executive Officer since 2015.**

## SCHOOL OVERVIEW

Atmosphere Academy Public Charter Schools was launched in January 2015 and opened its doors for students in August, 2015, serving 140 students in 6th Grade from NYC CSD 10 and surrounding neighborhoods. In 2021-2022, the school served 648 6<sup>th</sup>-8<sup>th</sup> Grade students. Of these students, 21% were students with IEP's, 12% were English Language Learners, and 95% were from economically disadvantaged families. The students were primarily Hispanic/Latino (76.2%) and African-American (19.5%). The remaining students were Asian (1%), White (2%), American Indian/Alaskan (0.7%), Multi-racial (0.3%), and 0.3% are unknown.

Through the creation of a highly engaging school setting, Atmosphere strives to not only prepare students to be ready for college, career, and life but to succeed once they get there. By actively contributing to the school's shared learning community, Atmosphere students will acquire the character, skills, and knowledge they need to think, collaborate, and lead.

To build an engaged and self-directed community of stakeholders, many elements of the school model focus on empowering students to take ownership of the learning process, involving parents in their children's education, and helping faculty and staff continuously improve their professional practice. Further reflecting this foundational belief, Atmosphere Academy has adopted the following key design elements that have facilitated and sustained Atmosphere's success as a middle school. These KDEs will be strengthened and improved during the renewal charter term through the school's continuous commitment to professional growth and the reflection and revision cycle.

- Middle School KDE #1: School Culture
  - Atmosphere has developed a schoolwide culture across 3 campuses that supports student social-emotional and academic development through the creation of innovative programs and systems. The school's culture begins with a welcoming environment for students, parents and staff created by a discipline process and classroom routines that establish a safe and secure environment for all students to learn in. With this foundation in place, students engage in rigorous and challenging coursework that promotes improved student outcomes. Moreover, the Advisory Program and Restorative Justice Program establish norms for building character, giving back to the community, and resolving conflict in a collaborative way. Furthermore, the Enrichment Program, Career Exploration Program, and STARS Program (as explained and defined in the "School Culture" section later in this document) help to inspire students by connecting the learning process to a larger, lifelong, career outcome or hands-on experience. Consequently, through these varied initiatives, all stakeholders are empowered to build a supportive, innovative, collaborative, inspired, inspiring and rigorous community.
- Middle School KDE #2: Rigorous and Diverse Course Offerings
  - Atmosphere offers a wide range of academic courses. Appropriate changes have been made from Atmosphere's initial application in order to better focus the school's course offerings on Atmosphere's mission of improving student outcomes so students are fully prepared for future success. As a result, the suite of courses has

been designed to provide rigorous grade level content that addresses the state standards in English, mathematics, science, social studies, and health/physical education. Varied instructional approaches for each team allow the teachers to reach those expectations through differentiated levels of questioning, activities, materials and scaffolding. Previously treated as a second instructional period in the content, the secondary mathematics and English courses were revised for year three to facilitate accelerated or remedial instruction based on individual student need. As a result of this change, the English Lab and Math Lab courses now provide advanced content to honors level students while also providing academic support to other teams in order to increase their level of proficiency. The accelerated Math Lab courses prepare students for advanced math topics in 6th and 7th grade and the Algebra Regents in 8th grade. The accelerated English Lab course utilizes the Springboard curriculum to expedite student entry in Advanced Placement courses in high school. Similarly, students who fall below grade level proficiency are provided remediation supports during their Lab classes in order to identify and rectify specific areas of weakness.

- Middle School KDE #3: Standards-Aligned Curriculum
  - All academic courses are aligned to their current grade level student learning standards as prescribed by New York State. In addition to adherence to their own content-based standards, teachers in science, social studies, health and physical education are expected to link lessons to applicable supporting English and mathematics standards and skills. The Instructional Leadership Team is in the process of converting all curriculum maps to the NYS Next Generation Learning Standards for implementation in the 2020-2021 academic year.
  
- Middle School KDE #4: Extended Day/Year
  - Atmosphere offers an 8-hour extended school day by starting earlier and ending later than local district schools. Moreover, the school's extended school year is made possible by beginning each year in August instead of September, holding school days during breaks, and providing additional instruction time after school and on Saturdays. After school programming includes Achievement classes and Academic Intervention Services.
  
- Middle School KDE #5: 21st Century Learning
  - All content instruction supports student learning in the 21st century skills needed for college and career success.
    - Creative and Critical Thinking - Inquiry-based assignments requiring students to critically evaluate and formulate evidence-based arguments (written and oral) are frequently given in all content areas.
    - Innovation and Entrepreneurship - Atmosphere students are encouraged to find and apply innovative approaches in determining and evaluating solutions to problems. For example, in social studies and English, students discuss authentic approaches to changing inequities in the community. This

- approach is also seen in the science and mathematics classes as students apply and test their theories in labs and design projects.
- Collaboration and Leadership - Through the promotion of the Gradual Release of Responsibility instructional model, Atmosphere fosters collaboration and leadership across all classrooms by having students take ownership of their learning, lead the discovery and presentation of meaning, and actively problem solve. Students regularly give and respond to oral reports and participate in group discussions.
  - Digital Literacy - This is accomplished on a digital platform via the school's ubiquitous utilization of Google Apps for Education and a 1-to-1 Chromebook environment. Teachers engage students in learning across a multitude of web-based platforms, requiring the student to interact with various resources and submit drafts and final work products online.
  - College and Career Readiness - Instructional materials contain technical language that students must interpret, comprehend and creatively apply to real life scenarios. Exposure to college and careers is provided through field trips and presentations throughout the year. Expanded learning about specific fields of study and employment are explored in the end of the 8th grade year through the Career Exploration Program (discussed later in this response).
- Middle School KDE #6: Key Partners and Supporters
    - Atmosphere implemented many of the key partnerships it proposed in its charter application (Fordham University, Columbia University, Westmoreland Sanctuary, etc.). It also added new partners over time who provided critical enrichment programming to Atmosphere students or strategic professional development to Atmosphere staff. Atmosphere has continuously monitored these partnerships for their return on investment (ROI) and has been increasingly selective about who Atmosphere partner with.
      - For enrichment, Atmosphere worked with Riverdale Music Studio, Generation Code, Fluent City, Westchester Land Trust, The Island School, and Lincoln Center Education, among others. These partners helped bring arts programs, nature education, music instruction, coding classes, foreign language courses, and more to Atmosphere.
      - For professional development, Atmosphere worked with Achievement Network, Responsive Classroom, HMH, Fordham University, Teachers College, SPED Collaborative, New York City Department of Education (NYCDOE) Showcase Schools, and others.
      - There were some partnerships that were proposed in the charter application that could not be implemented due to the nature of Atmosphere's charter. For example, Atmosphere had proposed a middle and high school of over 1000 students, which was then pared down to a 342-student middle school in the final approval process. This smaller footprint prevented Atmosphere from implementing a school-based health clinic with Montefiore Medical Center, who required the school to be over 1000 students.

- Middle School KDE #7: Student-Centered and Differentiated Instruction
  - In order to promote student achievement and ownership of the learning process, Atmosphere Academy has used the Gradual Release of Responsibility instruction model. During the course of a class period, teachers facilitate a mini-lesson centered around a standards-based essential question or enduring understanding that models the content and skills. The students are then “released” to work collaboratively to practice what has been modeled before attempting the work independently. Differentiated approaches to instruction and modifications of this process are expected to better meet the needs of all students. Differentiation by content, readiness, product, process, learning environment and interest are noted on the daily lesson plan and monitored for effectiveness.
  
- Middle School KDE #8: Distributed Leadership
  - Atmosphere has continuously put the onus on staff to take on the mantle of leadership. In this way, the school has remained true to its Distributed Leadership model by holding staff to the highest expectations, asking them to facilitate improvements, and providing greater oversight to support them in doing so. The Leadership Team has driven this process and facilitated the change necessary to empower the broader team to actively contribute to improving the organization and, in turn, improving student outcomes. Whenever possible, internal candidates were promoted based on merit, showing that hard work and dedication are rewarded for those ready to take on greater responsibility. In addition to the Leadership Team, Teacher Leaders and Shared Decision Making (SDM) Teams help the organization thrive by providing a conduit between the staff and key administrators in specific areas of focus.
  
- Middle School KDE #9: Special Education Program
  - Atmosphere is dedicated to serving all students that receive special education support services. The school serves students through a variety of settings offered on each grade level including Special Education Teacher Support Services (SETSS), Integrated Co-Teaching (ICT) and a Self-Contained Setting (12:1:1). Each year, the Leadership Team evaluates the settings needed to best serve the current student population. In addition, Atmosphere leverages its relationship with the Committee on Special Education (CSE) to utilize related services that are provided through NYCDOE agencies to ensure students receive speech and language therapy, counseling, occupational therapy, and physical therapy.
  
- Middle School KDE #10: ELL Program
  - Atmosphere supports English Language Learners through strategic lesson planning and fidelity to the service metrics as outlined by NYS. The school employs an English Language Learner Specialist whose primary role is to service students based on their language acquisition level as dictated by NYSESLAT results. In addition to this, the ELL Specialist co-plans during department and grade level meetings in order to contribute to lesson planning on a larger scale. The ELL Specialist, along with the

support of outside vendors, provide professional development throughout the year on how to utilize SIOP-aligned strategies (Sheltered Instruction Observation Protocol).

- Middle School KDE #11: Rapid Response to Intervention
  - Atmosphere's Intervention Program has evolved over time to become increasingly more responsive and urgent. Due to the fact that the school was initially developed to serve students who are often below grade level, tier 1 intervention was embedded in the daily class schedule for all students from the start. In this way, all students receive two periods of math instruction and two periods of English instruction per day plus additional math and English instructional time via Achievement classes as well as interdisciplinary approaches to English literacy and mathematical literacy. Each year, student data is collected through specific assessments to identify students who could benefit from additional intervention services in tiers 2 and 3. The Response to Intervention (RTI) Team reviews the data and individualizes student academic and behavior plans to promote targeted growth in specific skill deficit areas. Tier 2 and 3 students are supported through parent meetings, counseling and goal setting conferences. Academic and behavior data is reviewed in weekly RTI meetings and staff grade level meetings. Student data and plans are reviewed through a six-ten week cycle as pre-determined by the team of teachers and intervention specialists.
  
- Middle School KDE #12: Restorative Justice
  - Atmosphere's core philosophy regarding behavior is for students to do their best and if they fall short in upholding their positive position in the community, they must restore the situation. Students are supported by the restorative processes through one-to-one conferencing, mediations, community circles, and Restorative Justice classes. The grade level Deans work with every student, team, and teacher to build restorative practices schoolwide. Increasing student voice is key in establishing a student's role in restoring any situation.
  
- Middle School KDE #13: Data-Driven Decision Making
  - Atmosphere continues to utilize data in multiple ways to strategically plan all aspects of the school program. Student performance data is utilized to refine instructional practices including reteaching, differentiation, and targeted supports. The selection of students for academic teams, interventions, rewards, and experiences is made through analysis and discussion of these data. A revision to the grading policy at the start of year 3 prioritized frequent formative assessments to provide teachers with real-time data for actionable changes. The revision of the teacher evaluation system and the Teaching Learning Assessment and Reflection Cycle have facilitated a regular collection and analysis of actionable data that can drive immediate change. Teacher performance data collected through classroom observations and the submission of deliverables (lesson plans, assessments etc.) is regularly reviewed by the Instructional Leadership Team to drive professional development and make staffing determinations.

- Middle School KDE #14: Core Values
  - Atmosphere has core values that support students with becoming mindful leaders. The 8 core values are persistent, curious, collaborative, ethical, reflective, multicultural, empathetic, and civic. These values are used to help students participate in the school community and are referenced to address missteps in behavior. Students are expected to have a growth mindset by setting goals, being reflective, and taking ownership of their education. Students are asked to use these core values to navigate their middle school experience and build their character and social emotional capacity. Advisory classes, Restorative Justice classes, and various conferences are the main venues where students discuss their awareness and utilization of the core values.
  
- Middle School KDE #15: Governance
  - During its initial charter term, Atmosphere has shown strict oversight and compliance. Fiscal governance at the school has been strong with net incomes in most years, no financial abnormalities or malfeasance, and consecutive clean audits in each year. Atmosphere’s state reporting has been timely, thorough, and in compliance with all NYSED, SUNY, and NYCDOE reporting requirements. Finally, Atmosphere’s board meeting and school operations have been aligned with charter and state law.

## 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
2017-18							128	130						258
2018-19							154	142	125					421
2019-20							126	152	127					405
2020-21							137	135	139					410
2021-22							240	229	204					673

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

Students will demonstrate high levels of achievement in English Language Arts.



## BACKGROUND

Atmosphere Academy brings a sense of urgency to developing skilled and talented critical thinkers, readers, and writers as well as fluent communicators. This prioritization of and focus on literacy is exemplified by Atmosphere's decision to provide two separate yet synergistic English courses (English and English Lab) that ensure every Atmosphere student receives over 500 minutes of ELA instruction per week in grades 6-8. The gains achieved by this structure are augmented and enhanced by the emphasis on reading, writing, speaking, and listening that exists across the entire curriculum.

Atmosphere ELA teachers plan lessons based on students' reading and writing abilities as measured by quantitative and qualitative data generated by ELA assessments (formative, interim, and summative), ELA coursework, and other sources or observations. During class, ELA teachers use a blend of direct instruction, guided practice, and independent practice. In particular, ELA instruction incorporates review and generation of exemplars and models, Socratic questioning, student-led discussions, reading and writing small group work, and technology-aided editing and annotating that is interactive and engaging. Software applications (for tablets and computers) as well as other technological tools are an integral part of each facet and stage of instruction. ELA classes benefit from the support of the Learning Specialists, ELL Specialists, Instructional Leaders, Directors, Teaching Assistants, and Achievement Coaches, who help teachers to differentiate lessons to meet the needs of all learners. Each of these elements correlates with the Shelter Instruction Observation Protocol (SIOP) model and Gradual Release of Responsibility.

In the summer of 2019, Academy updated the English curriculum to reflect the New York State Next Generation Learning Standards for English Language Arts. Atmosphere adds to and enhances these standards by extending literacy to the math classroom as well. For instance, in the math classroom, Atmosphere's math teachers work to help students "read" math and "write" math by scaffolding student acquisition of math vocabulary, giving students the tools they need to decode word problems, and mandating that students fully explain and show their work verbally and in writing.

Moreover, Atmosphere seeks to increase the sophistication and rigor of its ELA curriculum beyond what is mandated by state standards. In this manner, Atmosphere's ELA courses not only strive to increase student fluency and facility with reading and writing a variety of texts that span multiple genres and levels of sophistication but to also engage students in the generation of original work product that is intended for purposeful publication both within the school and the larger community. Student engagement is maximized by infusing the acquisition of reading, writing, listening, speaking, and language skills with direction and intention. Students are asked to ameliorate deficits and master new skills in order to share their stories, engage in the ideation process, and change outcomes.

To realize this goal, Atmosphere uses an ELA program that is comprised of research-based curricular choices as well as instructional methods that have been shown to be effective for middle school literacy development.

The English course is designed to improve scholars' ability to effectively read and interpret texts that span a range of Lexile levels and genres. In accordance with the New York State Next Generation Learning Standards for English Language Arts, the content is a mix of fiction and literary texts as well as nonfiction and informational texts. Specific reading domain standards addressed include:

- Key ideas and details
- Craft and structure
- Integration of knowledge and ideas
- Range of reading and level of text complexity

These standards are addressed by providing instruction in and opportunities for:

- Close reading and annotation
- Content comprehension and understanding
- Background knowledge and context
- Literary analysis
- Information interpretation and inference
- Reader response and discussion
- Vocabulary (drawing meaning from context and putting meaning in context)

The English lab courses are assigned by section to address students' needs. The *Remediation Lab* serves students who are not proficient. Here, Freckle is utilized to assess areas of weakness and provide targeted instruction in deficit areas. The *Enrichment Lab* serves students who are at or above proficiency. These Honors scholars are presented the College Board's Pre-AP Springboard framework to facilitate further advancement. Our goal is for scholars successfully completing this course to be adequately prepared to challenge themselves by enrolling in AP courses in high school. In the 2021-2022 school year, the English Lab was temporarily suspended. Instead, scholars participated in an additional English Achievement period. This course, mentioned in the school overview section, provides support for scholars in test-taking strategies. In English Achievement, scholars honed their comprehension and writing skills utilizing our English systems to build proficiency on the state exams. This temporary change was made to address deficits resulting from lost instruction during the pandemic.

### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

#### Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 6<sup>th</sup> through 8<sup>th</sup> grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
3						
4						
5						
6	225	0	1	0	5	231
7	219	0	1	0	2	222
8	193	0	0	0	2	195
All	637	0	2	0	9	648

### RESULTS AND EVALUATION

Of the 648 students enrolled at Atmosphere at the time of testing, all but 11 took the 2021-22 NYS ELA exam. In 2021-22, 356 of the 7<sup>th</sup> and 8<sup>th</sup> Grade students were enrolled in their second year at the school as well as three 6<sup>th</sup> Graders who repeated the grade for a total of 359 students enrolled in at least their second year. Overall, 59.2% of tested students attained a Level 3 or Level 4 on the exam. In addition, 57.7% of the students enrolled in their second year attained proficiency at these levels.

Performance on 2021-22 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	63.6	225	66.7	3

<sup>1</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

7	55.3	219	54	174
8	58.5	193	57.7	182
All	59.2	637	56	359

Based on these numbers, Atmosphere did not meet the Absolute Measure of 75% of all tested students enrolled in at least their second year attaining proficiency. With 56% of second-year students receiving a Level 3 or Level 4 score, the school missed the target by 19 percentage points but saw a growth of 9 percentage points from 2018-19.

While we were unable to attain this goal, the school was encouraged by the overall growth seen from last year. This achievement illustrates areas of strength in our academic program. To meet our goals in the coming years, the school has reflected on these areas and improved academic offerings for the 2022-2023 school year. As in the previous years, Atmosphere will continue to focus on:

- RIGOR - academic rigor and curricular and instructional alignment
- URGENCY - urgency around student learning and student achievement
- DATA AND ASSESSMENT - interim assessments and benchmark data that is consistently used to drive instruction and decision making
- EXPERIENCE - prior charter school experience among new hires and returning staff to provide perspective and flatten the learning curve
- CULTURE - a uniform classroom management approach and school-wide culture
- SYSTEMS - systems for students and teachers across all content areas to reference and use to help norm and align a common, shared approach toward core tasks in thinking, reading, writing, and math
- ACHIEVEMENT PROGRAM - whole group Achievement Classes that go beyond the academic classes and academic intervention services; Achievement Classes are designed to specifically target and increase proficiency on the state test

### ADDITIONAL EVIDENCE

Overall, we feel we are making tremendous gains in student achievement in ELA, as evidenced by the increased percentage of students reaching proficiency in 2021-22 as compared to NYS ELA assessments in 2018-19, the last year for which we have reliable state results. Atmosphere's English proficiency scores increased by 15.6 percentage points from 2019 to 2022, with increases in all grades. 6<sup>th</sup> Grade had the largest increase of 22.1 percentage points.

Cohort	2022 English % Proficient (NYS assessments)	2019 English % Proficient (NYS Assessments)
6th Grade	63.6%	41.5%
7th Grade	55.3%	41.0%
8th Grade	58.6%	49.2%
All	59.2%	43.6%

# 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

## Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

## Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

## METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>2</sup>

## RESULTS AND EVALUATION

On the 2021-2 NYS ELA exam, 40.7% of the 6<sup>th</sup> through 8<sup>th</sup> Grade students in NYC CSD 10 received Level 3 or Level 4 scores. In comparison, 56% of the AAPCS 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders enrolled in at least their second year reached proficiency.

Overall, AAPCS met this comparative measure for its ELA Goal, exceeding the District by 15.3 percentage points. AAPCS 6<sup>th</sup> Grade scored above their district peers by 25.4 percentage points while AAPCS 7<sup>th</sup> graders surpassed their district peers by 13.5 percentage points. AAPCS 8<sup>th</sup> Grade scored above their district peers by 17.4 percentage points. Please note that the scores for 6<sup>th</sup> Graders at AAPCS are for only three students who repeated the grade.

2021-22 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				

<sup>2</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

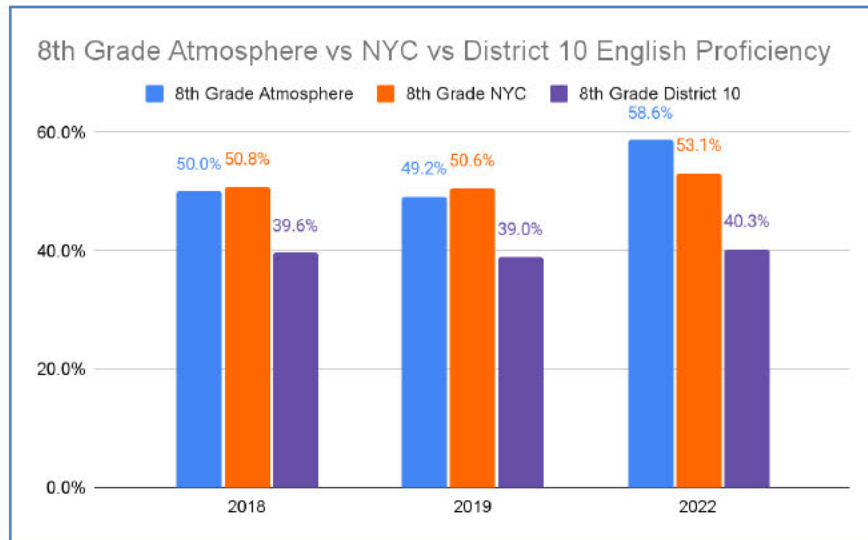
5				
6	66.7	3	41.3	3014
7	54	174	40.5	3192
8	57.7	182	40.3	3173
All	56	359	40.7	9,379

### ADDITIONAL EVIDENCE

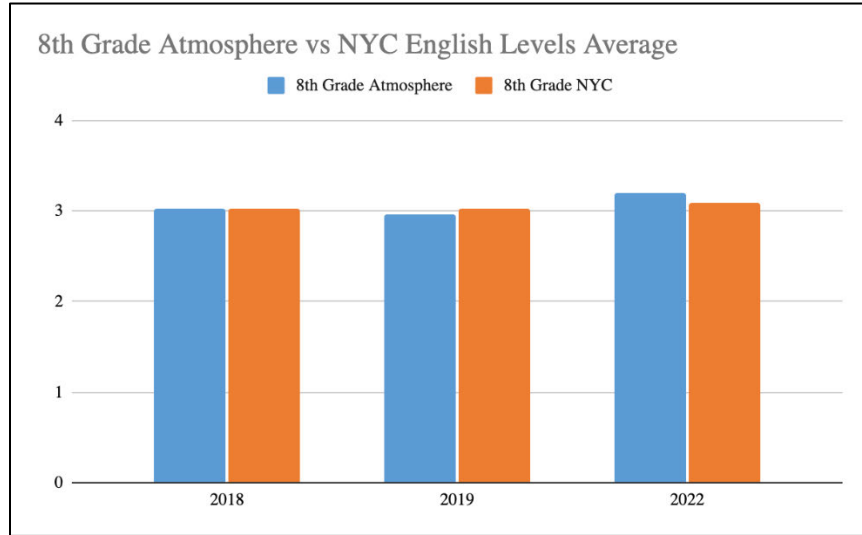
In addition to this comparison with CSD 10, we have done some analysis on Atmosphere’s performance on the 2022 ELA exam versus CSD and New York City averages, reviewing growth as well as overall proficiency.

#### 8<sup>th</sup> Grade

2022 is the first year that Atmosphere outperformed NYC in 8th Grade English proficiency and has continued to increase its proficiency lead against District 10. Since 2018, Atmosphere has outperformed NYC and District 10 in 8th Grade English in terms of proficiency growth. Atmosphere’s 8th grade cohort in 2018 started 0.8% behind NYC and 10.4% ahead of District 10. Despite the interruption in students’ education that resulted from the COVID-19 pandemic, Atmosphere’s 8th grade cohort in 2022 finished 5.5% above NYC and 18.3% above District 10. Atmosphere had a net gain of 6.3% against NYC and 7.9% against District 10 in 4 years (two of which were COVID years).

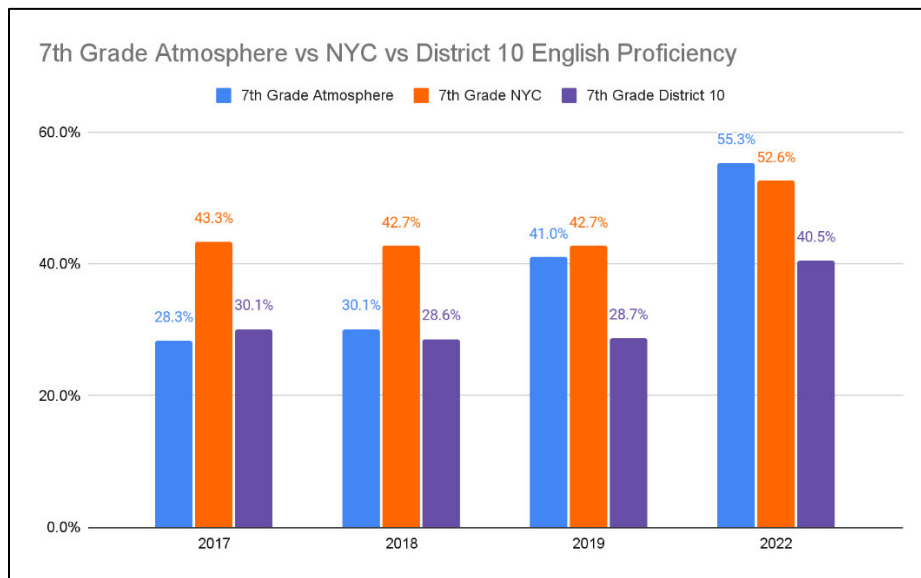


From 2019 to 2022, Atmosphere outperformed NYC in 8th Grade English both in terms of proficiency level and growth. Atmosphere’s first 8th grade cohort (8th Grade Class of 2018) started at the same level as NYC. Despite the interruption in students’ education that resulted from the COVID-19 pandemic, Atmosphere’s latest 8th grade cohort (8th Grade Class of 2022) finished .11 of a level ahead of NYC. Atmosphere had a net gain of .11 of a level against NYC in 4 years (two of which were COVID years). In fact, Atmosphere’s 2022 8th grade proficiency level exceeded NYC’s pre-COVID proficiency levels.

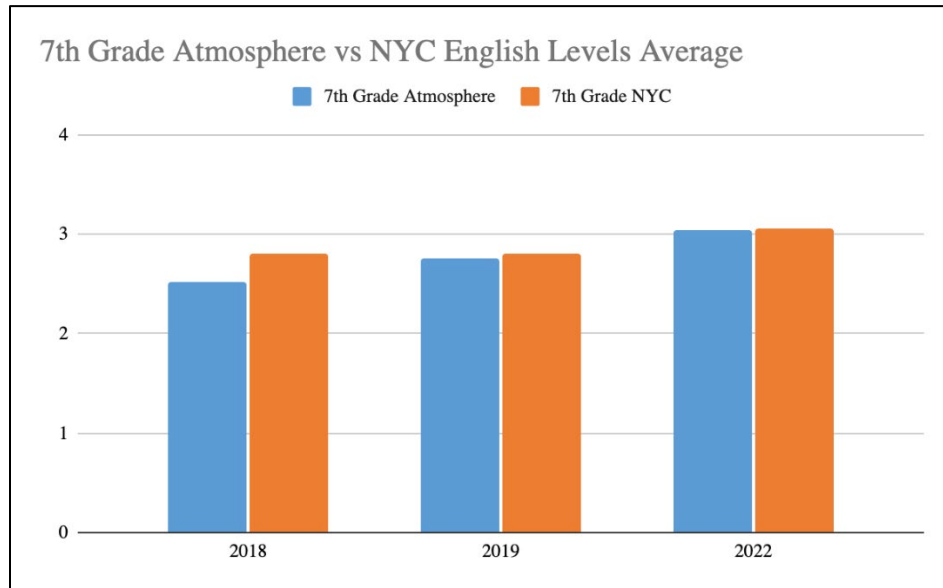


**7<sup>th</sup> Grade**

2022 is the first year that Atmosphere outperformed NYC in 7th Grade English proficiency and has continued to increase its proficiency lead against District 10. Since 2017, Atmosphere has outperformed NYC and District 10 in 7th Grade English in terms of proficiency growth. Atmosphere’s 7th grade cohort in 2017 started 15.0% behind NYC and 1.8% behind District 10. Despite the interruption in students’ education that resulted from the COVID-19 pandemic, Atmosphere’s 7th grade cohort in 2022 finished 2.7% above NYC and 14.8% above District 10. Atmosphere had a net gain of 17.7% against NYC and 16.6% against District 10 in 5 years (two of which were COVID years).



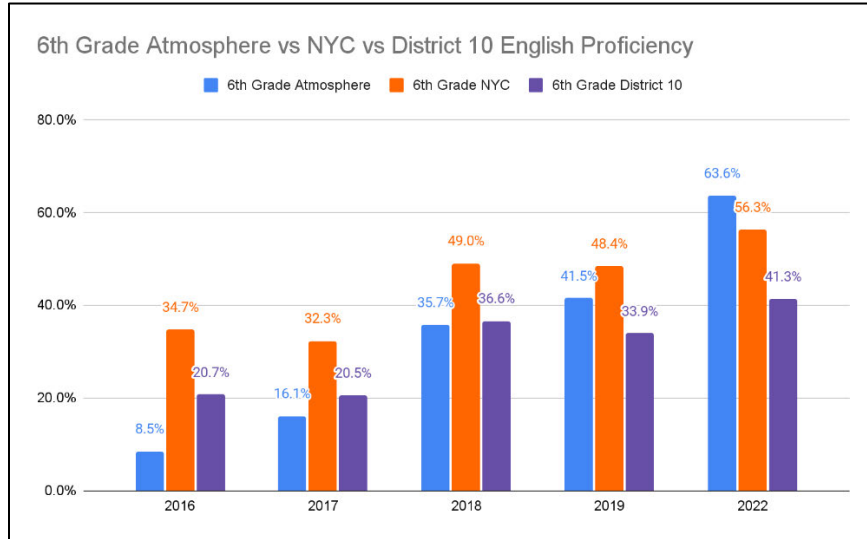
Since 2018, Atmosphere outperformed NYC in 7th Grade English in terms of growth and has approached NYC in terms of proficiency level. Atmosphere’s 7th grade cohort in 2018 started at .29 of a level behind NYC. Despite the interruption in students’ education that resulted from the COVID-19 pandemic, Atmosphere’s 7th grade cohort in 2022 finished .01 of a level behind NYC. Atmosphere had a net gain of .28 of a level against NYC in 4 years (two of which were COVID years). In fact, Atmosphere’s 2022 7th grade proficiency level exceeded NYC’s pre-COVID proficiency levels.



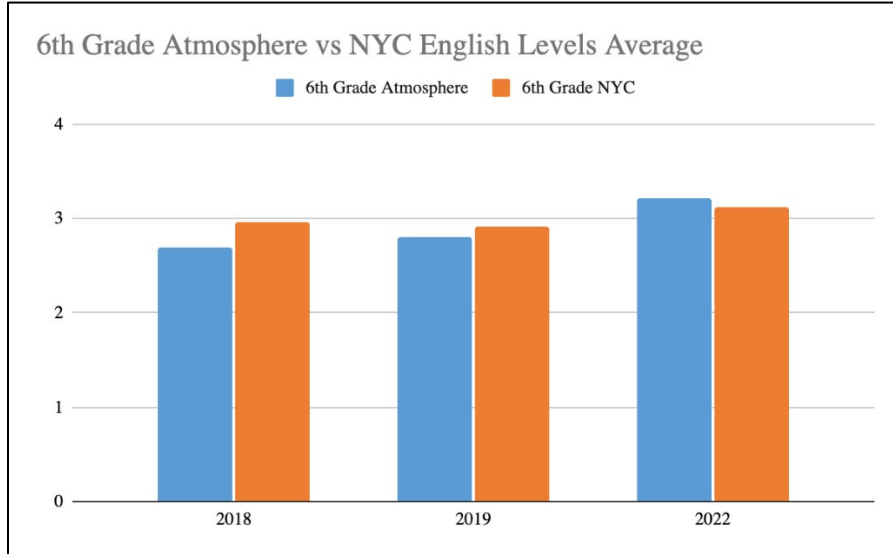
**6<sup>th</sup> Grade**

2022 is the first year that Atmosphere outperformed NYC in 6th Grade English proficiency and has continued to increase the proficiency lead against District 10. Since 2016, Atmosphere has outperformed NYC and District 10 in 6th Grade English in terms of proficiency growth. Atmosphere’s 6th grade cohort in 2016 started 26.2% behind NYC and 12.2% behind District 10. Despite the interruption in students’ education that resulted from the COVID-19 pandemic, Atmosphere’s 6th grade cohort in 2022 finished 7.3% above NYC and 22.3% above District 10. Atmosphere had a net gain of 33.5% against NYC and 34.5% against District 10 in 6 years (two of which were COVID years).





Since 2018, Atmosphere outperformed NYC in 6th Grade English in terms of growth and has approached and then exceeded NYC in terms of proficiency level. Atmosphere’s 6th grade cohort in 2018 started .27 of a level behind NYC. Despite the interruption in students’ education that resulted from the COVID-19 pandemic, Atmosphere’s 6th grade cohort in 2022 finished .10 of a level ahead of NYC. Atmosphere had a net gain of .37 of a level against NYC in 4 years (two of which were COVID years). In fact, Atmosphere’s 2022 6th grade proficiency level exceeded NYC’s pre-COVID proficiency levels.



**Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

The Institute conducts a comparative performance analysis that compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

### Goal 1: Growth Measure

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

The Institute does not require charters to report on this measure for 2021-22.

## INTERNAL EXAM RESULTS

Given the lack of a consistent record of data suitable for analysis as a result of the COVID-19 pandemic, it remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in ELA during the 2021-22 school year using internal assessments.

During 2021-22 school year, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA:

Internally developed

During the school year, Atmosphere administered an internal Midline Exam and Achievement Sprints to assess students' growth in ELA and allow us to make NYS Exam predictions for each grade level. The midline exam was administered in February to measure student growth and achievement at the mid-point in the year. Following the exam, any deficits were retaught using spiraling and reassessed using additional "sprints" (quizzes) in the time between the midline and the state exam.

As seen below, Atmosphere's midline exam has been extremely accurate in predicting student outcomes on the state test. There is a direct correlation between increases in a cohort's percent correct on multiple choice (MC) and constructed response (CR) on the midline and their percent proficient on the state exam. Moreover, there is an even stronger correlation between the percent of students scoring over 60% (>60%) on midline MC and CR and their state exam results.

Cohort	2022 Actual English % Proficient	2022 Projected English % Proficient	2021 Projected English % Proficient	2020 Projected English % Proficient	2019 Actual English % Proficient
6th Grade	63.6%	36.8%	36.4%	60.4%	41.5%
7th Grade	55.3%	24.5%	26.7%	50%	41.0%
8th Grade	58.5%	44.7%	30.7%	50.4%	49.2%

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

All	59.2%	35.3%	31.2%	53.6%	43.9%
-----	-------	-------	-------	-------	-------

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Of the two measures of progress in ELA for which we are accountable in 2021-22, Atmosphere Academy did not achieve the Absolute Measure but did meet the Comparative Measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

### ACTION PLAN

Atmosphere Academy's Leadership Team has continued to make key improvements to the academic program to foster increased student achievement in the upcoming years. These changes are focused on the continued professional development of highly qualified practitioners, consistent use of data and achievement systems to target and remediate student deficiencies, strategic reallocation of staffing to better support students, increased expectations of both students and staff, and continued tight supervision and evaluation of teachers.

- Highly Effective Teachers
  - Staff Selection- In addition to systems previously put in place, the leadership team closely evaluated staff performance data to determine who would be invited to return for the 2022 - 2023 academic year. Using a portfolio-based model that included multiple observations and an evaluation matrix, teachers' performance was measured against a customized rubric created by the school that incorporates school values and systems with the Charlotte Danielson framework. As a result of our comprehensive coaching schedule, all English teachers showed growth in their development and were invited to return. The recruitment and hiring of the staff continues to be a rigorous process, with the competition of multiple high-quality candidates for any given opening. These candidates were filtered according to strict

criteria that align with Atmosphere's goals. Demonstration tasks were developed to closely mirror their work responsibilities. Interviews and demonstrations were evaluated against a specific rubric and point system for the position. The selection process was modified to appropriately adapt to a virtual environment. Additional support for new hires was provided by the Instructional Leader and Teacher Mentor for the department in order to insure the readiness of these new staff members.

- Professional Development - The school has continued its investment in coaching and professional development. All of these practices are designed to promote professional reflection and growth. This year, the school focused on building Rigorous expectations. In order to insure that all of our scholars are receiving a rigorous and challenging educational experience and to combat grade inflation, Atmosphere began a Rigor Review in the spring of 2022. The goal of this process is to evaluate assessments and instructional materials and insure alignment to rigorous expectations in all courses. The Chief Academic Officer elected to utilize the Rigor Rubric created by the International Center for Leadership in Education due to its strong alignment with the Danielson Framework for Teaching. Academic Leaders and teachers have participated in a training on the Rigor Review process and the rubric utilized. The Academic Leaders have reviewed expectations for Rigor at AAPCS. Academic Leaders reviewed departmental assessments against the rubric. This initiative will continue in the 2022-2023 school year and will include teacher training and self-assessment as well as the review and evaluation of instructional materials and student work samples on a quarterly basis. In addition, the school will continue its use of LAACA (Literacy Across All Content Areas) an initiative that began in 2015 to align the use and evaluation of our English systems across all content areas.
- The school hopes to further develop teachers during the 2022-2023 school year through the Frontline Digital Course Library, Regional BOCES, Center for Educational Leadership, the Association for Middle-Level Education, the College Board, and Blue Engine.
- Blue Engine Coaching - During the 2019-2020 school year, the Mathematics Department piloted the use of Blue Engine, an outside vendor to coach three 8th grade teachers in the math department. A dedicated Blue Engine coach was assigned to observe and provide support to the teachers through regular weekly meetings. Teacher development focused specifically on data-driven instructional interventions. The program was successful and was expanded for the 2020 - 2021 school year. Due to the continued success of the program, Blue Engine expanded to 3 pairs of teachers in the English department for the 2021-2022 school year. The selected pair is made up of one English teacher and one special education teacher who co-teach in each grade level. In addition to teacher development, Blue Engine also coaches three leaders to better support the program. In the 2022-2023 school year, the Blue Engine program will work with co-teaching pairs in Social Studies, Science, and Mathematics. While not specifically assigned to an English teacher this year, the program will utilize the English systems and assessments to generate

student performance data. That data will then be utilized to drive programmatic changes to enhance scholars reading and writing skills.

- Increased Instructional Leadership. The Leadership team for the English Department now includes a Director of the 6-12 program as well as Managers for the middle and high schools. This increased leadership model was designed to address the need for increased support of staff and instruction as the school expands. The department managers will directly coach teachers using data to enhance their performance in the classroom.
- Peer Coaching - During the 2019-2020 school year, the English Department piloted a peer coaching model. A master teacher who had received distinguished ratings for multiple years coached two novice teachers in the department. The peer coach observed the teachers during lessons and offered non-evaluative feedback. The feedback built the novice teachers' repertoire of instructional strategies and strengthened the quality of the critical questions asked of students. These observations were conducted virtually using a Portal device, as the teachers are assigned to different grade levels. The program was successful and was expanded for the 2020 - 2021 school year to include two master teachers who are mentoring two novice teachers each. The program continued to be such a success that the role has evolved to Teacher Mentors assigned to each grade level (serving all content areas). Teacher Mentors will facilitate orientation and year-long professional development for teachers who are new to Atmosphere. They will also use the peer coaching model described above to support struggling teachers. In 2022 - 2023, Atmosphere has selected one Teacher Mentor to support each building.
- Curricular and Instructional Systems – In 2022 - 2023, instruction at Atmosphere Academy will continue to focus on the growth of students in alignment with the standards and AAPCS systems. Curriculum maps for all courses have been developed to provide adherence to the standards while providing connection to real-life situations and adequate time for assessment and revisiting of content. The maps for grade-level ELA courses have been aligned to the New York State Next Generation Learning Standards. This work allows us to utilize this resource to measure teacher effectiveness and student growth against a standard on multiple occasions. It also better supports the full instructional cycle (teach, assess, investigate data, identify areas of need, reteach and reassess). For the 2022-2023 school year, the anchor texts for each grade level have been revised in order to build engagement and increase skill level over time. The texts selected and coordinating assessments vertically align expectations building to Advanced Placement courses offered in the high school.
  - The department has adopted Freckle to support scholars' acquisition of literacy skills in the 2021-2022 school year. Freckle is a differentiated instruction resource that will empower English teachers to reach each student at their own level. The progress of the students will be assessed each quarter. Atmosphere believes the content-aligned assessments, worksheets, and progress analytics, will continue to be a valuable resource to promote skills mastery through practice.

- To support proficiency in the comprehension and analysis of informational text, all content areas will utilize our LUCK reading system when assigning a reading prompt. The system promotes strategic text annotation to fully understand key components of what the scholar is reading and better respond to what is being asked. This year, the LUCK system will be conducted digitally using the Kami app in connection with Google Classroom. This change to digital submission will better facilitate this work in a Blended model and enhance 21<sup>st</sup>-century skills. LUCK in connection with LAACA (discussed above) will be completed in all content areas.
- The grading policy continues to set a standard for the minimum number of assessments required so that student grades are a compilation of multiple types of tasks. This includes pre and post-assessments developed by the department to measure growth over the course of the year. Entries will be closely monitored by Instructional Leaders to ensure adherence to this policy.
- All students in grades 6 and 7 will receive 650 minutes of Humanities instruction per week plus 650 minutes per week of STEM instruction per week and an additional 300 minutes of Achievement instruction per week in the fall. This number is increased in the spring to 600 minutes. Atmosphere has added Art and World Language classes for all scholars. Scholars in 6<sup>th</sup> and 7<sup>th</sup> grade will have 100 minutes of each of those courses in addition to 150 minutes of Health and Physical Education per week. Students on honors teams in the 8<sup>th</sup> grade will receive 500 minutes of Humanities instruction per week plus 1000 minutes per week of STEM instruction per week and 90 minutes each week of Art and World Language. The additional 500 minutes are allocated for Algebra 1 Regents and Earth Science Regents courses. Students in all other 8<sup>th</sup> Grade teams will receive the same allocations listed above for the 6<sup>th</sup> and 7<sup>th</sup> Grades. The English and Math Achievement courses have been moved to one-half day a week each in the fall and one whole day in the spring. English Linguistics and Math Fluency courses have been added to all programs except 8<sup>th</sup> Grade Honors to remediate learning loss in these areas and better support student performance. These courses replace the English and Math labs given until 2021. The English Linguistics class will focus on building comprehension through the acquisition of vocabulary and grammar skills. Students in all grades and teams will also receive 50 minutes of Advisory instruction.
- Intervention Systems – All special education instruction and academic intervention services are data-driven. Beyond the full group setting, all students who are not performing at grade level in their core academic classes will receive increased supplemental services under the school’s Rapid Response to Intervention framework. Students identified through this process are provided with a variety of supports. These supports include but are not limited to **small group support**, Behavior Intervention Plans, and Academic Intervention Services. **The Grade Leaders, in coordination with the Chief Learning Officer**, oversee student data and placement in collaboration with an individualized team of teachers and staff members. These decisions are made at RTI team meetings on a cyclic basis to review student progress and determine if goals are being met. The Literacy Specialist works directly with students by collaboratively providing instruction with teachers within

the classroom and via small group pull-out sessions for students with deficits in reading and writing. Learning Specialists will continue to work with special education students in ICT, SETSS, and Self-Contained settings. ELL Specialists will work with students via push-in, pull-out, and English as a New Language (ENL) classes. Achievement intervention services are provided in alignment with NYS test data. Student grouping is individualized as determined by identified areas of need, and student growth and placement is progress monitored throughout the year.

- **Data and Achievement Systems** – As it has since the school's inception, Atmosphere will continue to enhance its ability to leverage data, target interventions, and develop a curriculum that helps meet the needs of all students through the identification and remediation of skill and standard deficiencies. This year, Atmosphere has adopted a centralized data platform that will collect and analyze key data points in relation to each other, providing a more complete picture of performance for students, staff, and programs. The addition of a dedicated Data Manager will also enhance the analysis of data for every aspect of the program.

To help maximize student achievement, Atmosphere has:

- Strategically allocated time to its achievement program and achievement curriculum, which teach students specific systems and strategies they can use to improve
- these systems and strategies are designed and embedded with mnemonic devices, exemplars, rubrics, step-by-step instructions, and countless best practices
- these systems and strategies are taught across all related classrooms on a consistent manner (for example, Atmosphere's English systems are taught in English, English Achievement, Social Studies, Health, and Science)

To properly deliver these systems and strategies, Atmosphere will continue to improve, perfect, and expedite its:

- customization of interventions
- creation student micro-groupings
- sharing of data with key stakeholders
- development of new and improved English and math systems and strategies
- use of a data dashboard to create a central clearing house for student assessment, academic, and behavioral data that inform data-driven decisions and instruction
- dissemination of itemized data analysis by question type, standard, demographics, and other criteria
- administration of ongoing progress monitoring through the implementation and timely review of sprints measuring distinct skills and standards
- creation of curricula and selection of appropriate resources that closely mirror test structures to familiarize students with those structures

- Culture - Atmosphere will continue to implement cultural norms and stringent classroom management procedures. Continuing our Merit and Demerit system will support the school's restorative justice framework and adherence to policies. The school will hold a restorative justice council that provides students with opportunities to reflect on and address negative behaviors (one day per week). Opportunities to be recognized as STAR students have been created to celebrate exemplary behavior and scholarship. Rewards including field trips and purchases at the school "swag" store will also promote positive school culture. The school life team has been expanded to include grade level deans, a guidance counselor, a social worker, and school aides. Atmosphere will provide professional development workshops for teachers in Classroom Management and the restorative justice model. Ongoing coaching to further support the proper management techniques and best practices will be given as needed.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

Students will demonstrate high levels of achievement in mathematics.

#### BACKGROUND

Atmosphere's two-course math structure offers students and teachers additional time on task (500 minutes of math instruction per week) and operates in alignment with state standards for Mathematical Practice.

The majority of content for the Mathematics Course is aligned to the grade-level standards. However, the curriculum includes the overlap of multiple related standards. For example, when teaching number sense in 6<sup>th</sup> Grade, teachers will extend the learning to further develop understanding using content later covered in 7<sup>th</sup> Grade. Whenever possible, instruction is spiraled to double back to previous standards. This allows us to measure teacher effectiveness and student growth against a standard on multiple occasions. It also better supports the full instructional cycle. Teachers focus on math literacy by providing multiple representations of a problem to differentiate instruction and build conceptual understanding. To increase students' familiarity and proficiency with problem-solving, all Math teachers focus on "Standards for Mathematical Practices" as well as teaching students to respond to questions using Atmosphere's Math Systems. These systems are consistently used in math classes to build students' problem-solving and critical thinking and application skills.

Atmosphere Scholars model mathematical concepts with manipulatives and participate in activities that lead to the development of skills. We aim for students to communicate their mathematical thinking, reach consensus, and draw conclusions around key ideas together. Teachers follow the developmental learning process through concrete, representational, and abstract (CRA) interventions. This way, scholars develop their mathematical understanding and reasoning abilities. Building both conceptual understanding and procedural fluency are primary goals of instruction while fostering scholars' communication skills, both verbally and in writing, while they employ



proper language to describe their thinking processes. Our goal is for these strategies to work in concert to promote multiple literacies (English literacy, math literacy, and visual literacy).

The Mathematics Lab courses are assigned by section to address scholars’ needs. The enrichment sections serve scholars whose performance is at or above proficiency. The Enrichment Lab is designed to prepare scholars for the Algebra I Regents Exam in 8th grade. As a result, the curriculum for 6th grade Honors classes has been scaffolded to include 7th-grade content and the 7th grade Honors curriculum includes 8th grade Pre-Algebra content and resources. We have remediation sections that serve scholars whose performance is below proficiency. To best support these students, teachers utilize assessment data to formulate plans for the reinstruction and practice of deficit skill areas. In 2018-2019, the school utilized the Math 180 program to address these needs. However, the leadership team has determined that this resource was not completely effective as teachers were not able to connect content to the math course. As a result, the math lab was restructured. Through station teaching, mini workshops, tiered and differentiated instructional methods, and technology-based resources, teachers in the lab course provide the support needed to master the content. In the 2021-2022 school year, the Mathematics Lab was temporarily suspended. Instead, scholars participated in an additional Math Achievement period. This course, mentioned in the school overview section, provides support for scholars in test-taking strategies. In Math Achievement, scholars honed their computation skills utilizing our Math systems to build proficiency on the state exams. This temporary change was made to address deficits resulting from lost instruction during the pandemic.

## ELEMENTARY AND MIDDLE MATHEMATICS

### Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

### METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 6<sup>th</sup> through 8<sup>th</sup> grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates the total enrollment and the total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Not Tested <sup>3</sup>
-------	-------------------------

<sup>3</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	Total Tested	IEP	ELL	Absent	Other reason	Total Enrolled
3						
4						
5						
6	216	0	0	0	15	231
7	214	0	0	2	6	222
8	190	0	0	1	4	195
All	620	0	0	3	25	648

### RESULTS AND EVALUATION

Of the 648 students enrolled at Atmosphere at the time of testing, 28 students did not take the 2021-22 NYS math exam. In 2021-22, 356 of the 7<sup>th</sup> and 8<sup>th</sup> Grade students were enrolled in their second year at the school as well as three 6<sup>th</sup> Graders who repeated the grade for a total of 359 students enrolled in at least their second year. Overall, 37.4% of all tested students attained a Level 3 or Level 4 on the exam. In addition, 38.8% of the students enrolled in their second year attained proficiency at these levels.

#### Performance on 2021-22 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	34.7*	216	66.7	3
7	42.1	214	41.9	167
8	35.3	190	35.4	178
All	37.4	620	38.8	348

\* The 2022 results do not include 10 students that had their tests invalidated due to calculators being mistakenly given out by proctors. SUNY previously advised Atmosphere to score these tests separately and submit those results. Upon scoring, it was determined that all 10 students scored a level proficiency of 4.00 or above. The adjusted overall 6th grade proficiency including these 10 students is 37.61%.

Based on these numbers, Atmosphere did not meet the Absolute Measure of 75% of all tested students enrolled in at least their second year attaining proficiency. With 38.8% of second-year students receiving a Level 3 or Level 4 score, the school missed the target by 36.2 percentage points.

### ADDITIONAL EVIDENCE

This year, 96% of the scholars tested were proficient on the Algebra 1 Regents exam either through testing or the Special Waiver process. The number represents 77 out of 80 scholars tested who will gain credit for the exam toward graduation.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on a Regents Mathematics Exam  
Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2018-19	Algebra I	93	43
8	2019-20	Algebra I	N/A	N/A
8	2020-21	Algebra I	92.3	52
8	2021-22	Algebra	75 (96 with waiver)	80

While the proficiency rate illustrates a decline in performance over previous years, it represents significant growth over the course of the year. As a result of learning deficits due to Covid 19 and other factors, our incoming 8<sup>th</sup> Grade cohort was the lowest performing on the Baseline. Although staff transitions diminished instructional time early in the year, the school was able to effectively increase instruction and strategically target skill deficits to improve scholars' performance by 63% between the Baseline and Regents exams.

As illustrated below, 13.75% of the scholars tested earned an advance proficient level 4 or 5 on the Algebra 1 Regents exam. This result illustrates a decrease in advanced proficiency from the class of 2021, but significantly above our inaugural class of 2018.

Algebra 1 Regents	2018	2019	2020	2021	2022
Total Proficient	72%	93%	N/A	92.30%	75%
Total Level 4 & 5	11%	39.50%	N/A	30.70%	13,75%

Atmosphere will continue to set a goal of above 50% advanced proficiency in order to align with our academic goals for the high school. In order to achieve this goal, we will be refining our Algebra Achievement program by increasing practice on constructed response questions and timed responses.

The Algebra 1 Regents data presented illustrates that Atmosphere continues to build its Algebra program and refine the collection and use of internal assessments. The baseline exam was added in the 2019-2020 school year and has been moved to capture data earlier in the year. The midline data was applied in a more robust way this year, allowing supports to be adjusted as needed. Additional Algebra Achievement sessions and staff were added to accomplish this need while also addressing content and skill deficits identified on the midline. A summer program was created to provide small group targeted instruction prior to retesting in August. Of the 19 scholars tested 89.5% improved their scores.

With an overall proficiency on the Algebra Regents (combined June and August administrations) of 75%, Atmosphere has outperformed the city proficiency of 65.94% for the 2022 administration by nearly 10%. Considering that the city's data only represents the June administration, Atmosphere's

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

June proficiency of 68.39 also illustrated that our students performed better than their counterparts in other city schools by 2.45%.

### Goal 2: Absolute Measure

Each year, the school’s aggregate Performance Index (“PI”) on the state mathematics exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

### Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

## METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>4</sup>

## RESULTS AND EVALUATION

On the 2021-2 NYS Math exam, 19.6% of the 6<sup>th</sup> through 8<sup>th</sup> Grade students in NYC CSD 10 received Level 3 or Level 4 scores. In comparison, 38.8% of the AAPCS 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders enrolled in at least their second year reached proficiency.

Overall, AAPCS met this comparative measure for its Math Goal, exceeding the District by 19.2 percentage points. AAPCS 6<sup>th</sup> Grade scored above their district peers by 48.6 percentage points while AAPCS 7<sup>th</sup> graders surpassed their district peers by 20.8 percentage points. AAPCS 8<sup>th</sup> Grade scored above their district peers by 16 percentage points. Please note that the scores for 6<sup>th</sup> Graders at AAPCS are for only three students who repeated the grade.

2021-22 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				

<sup>4</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

4				
5				
6	66.7	3	18.1	3034
7	41.9	167	21.1	3210
8	35.4	178	19.4	2291
All	38.8	348	19.6	8,535

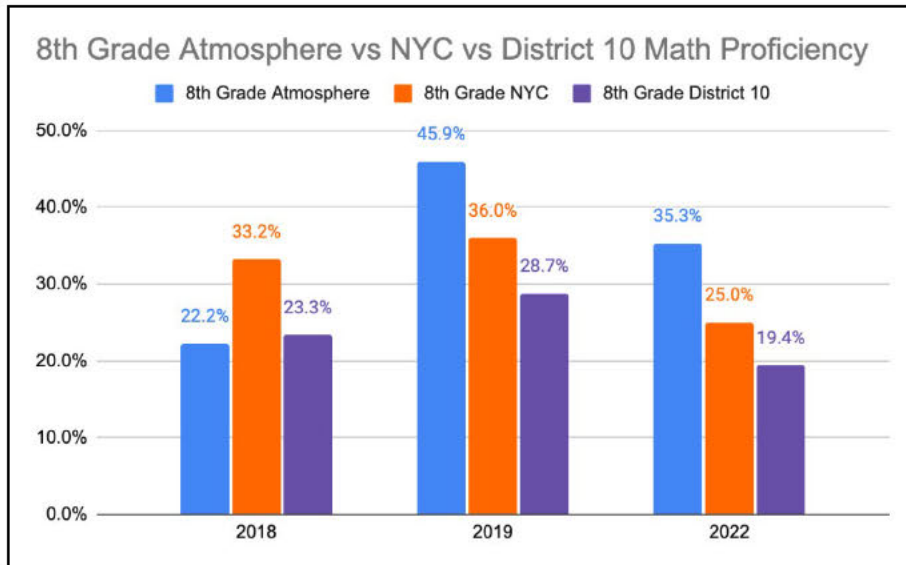
### ADDITIONAL EVIDENCE

In addition to this comparison with CSD 10, we have done some analysis on Atmosphere’s performance on the 2022 ELA exam versus CSD and New York City averages, reviewing growth as well as overall proficiency.

Atmosphere math proficiency scores fell slightly from 2019 to 2022, but the decline was far less than the NYC average. Therefore, Atmosphere ended up meeting or exceeding city-wide proficiency scores across all grades for the first time ever and by the widest margin yet. By maintaining most of its gains despite the headwinds of COVID over the past 3 years, Atmosphere now stands in an even better position relative to NYC than before the pandemic.

#### 8<sup>th</sup> Grade

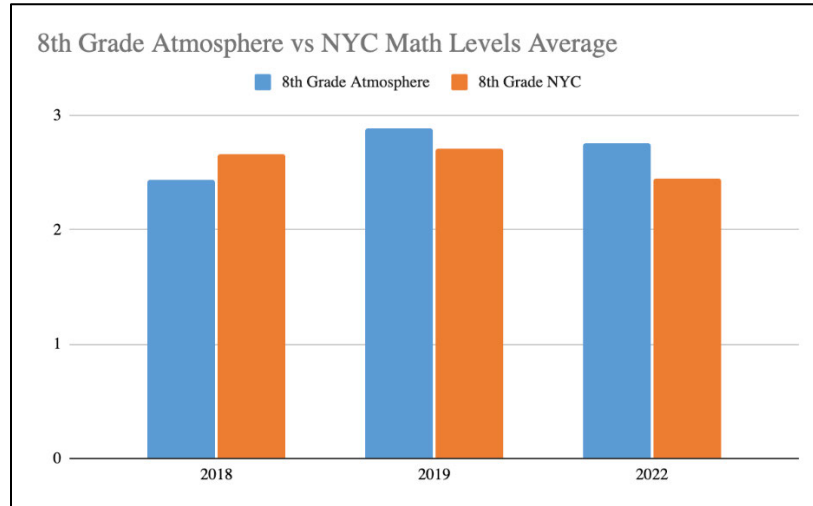
Since 2018, Atmosphere outperformed NYC and District 10 in 8th Grade Math both in terms of proficiency and growth. Atmosphere’s first 8th grade cohort in 2018 started 11.0% behind NYC and 1.1% behind District 10. Despite the interruption in students’ education that resulted from the COVID-19 pandemic, Atmosphere’s 8th grade cohort in 2022 finished 10.3% above NYC and 15.9% above District 10. Atmosphere had a net gain of 21.3% against NYC and 17.0% against District 10 in 4 years (two of which were COVID years). In fact, Atmosphere’s 2022 8th grade proficiency exceeded NYC’s 2018 pre-COVID proficiency level.



Since 2018, Atmosphere has outperformed NYC in 8th Grade Math both in terms of proficiency level and growth. Atmosphere’s first 8th grade cohort (8th Grade Class of 2018) started .23 of a

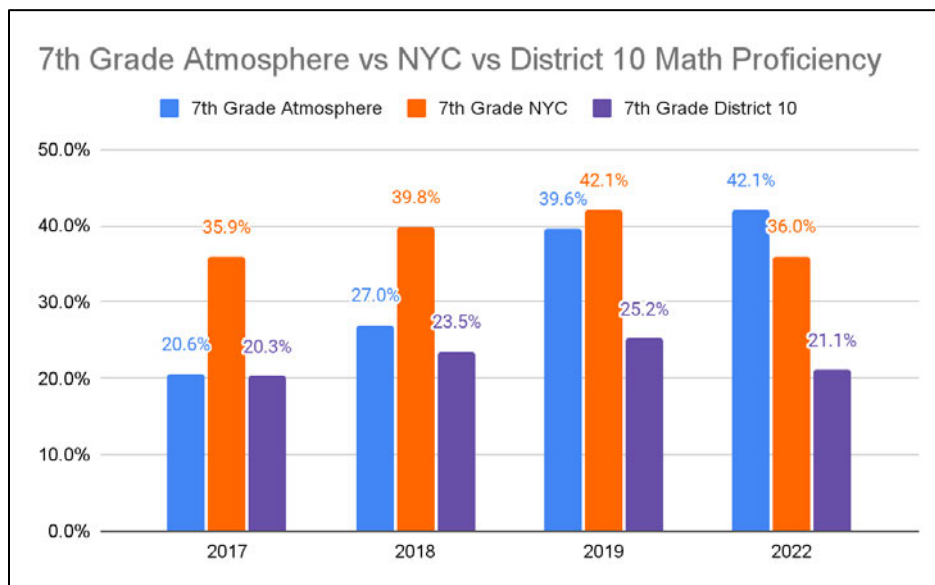
## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

level behind NYC. Despite the interruption in students' education that resulted from the COVID-19 pandemic, Atmosphere's latest 8th grade cohort (8th Grade Class of 2022) finished .30 of a level ahead of NYC. Atmosphere had a net gain of .53 of a level against NYC in 4 years (two of which were COVID years).

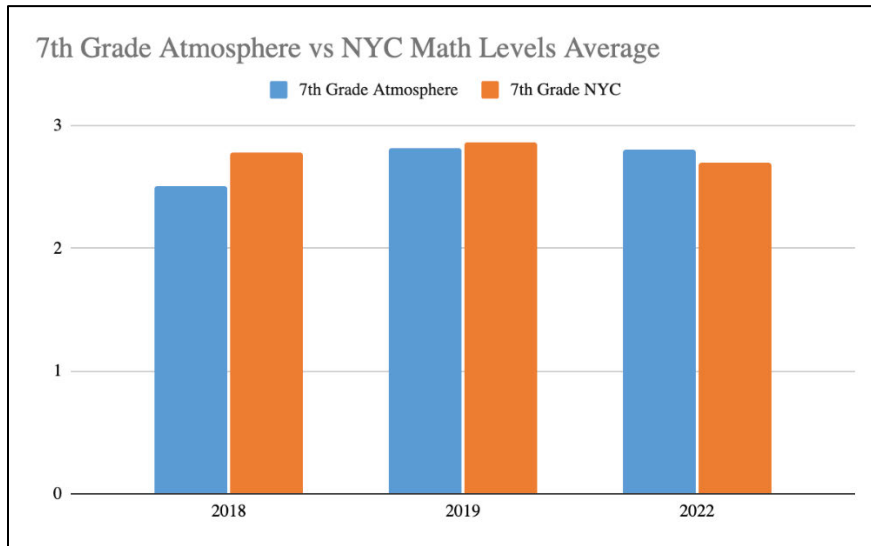


### 7<sup>th</sup> Grade

2022 is the first year that Atmosphere outperformed NYC in 7th Grade Math proficiency and has continued to increase its proficiency lead against District 10. Atmosphere's 7th grade cohort in 2017 started 15.3% behind NYC and 0.3% ahead District 10. Despite the interruption in students' education that resulted from the COVID-19 pandemic, Atmosphere's 7th grade cohort in 2022 finished 6.1% above NYC and 21.0% above District 10. Atmosphere had a net gain of 21.4% against NYC and 20.7% against District 10 in 5 years (two of which were COVID years). In fact, Atmosphere's 2022 7th grade reached the highest 7th grade proficiency yet and met NYC's 2019 pre-COVID proficiency level.

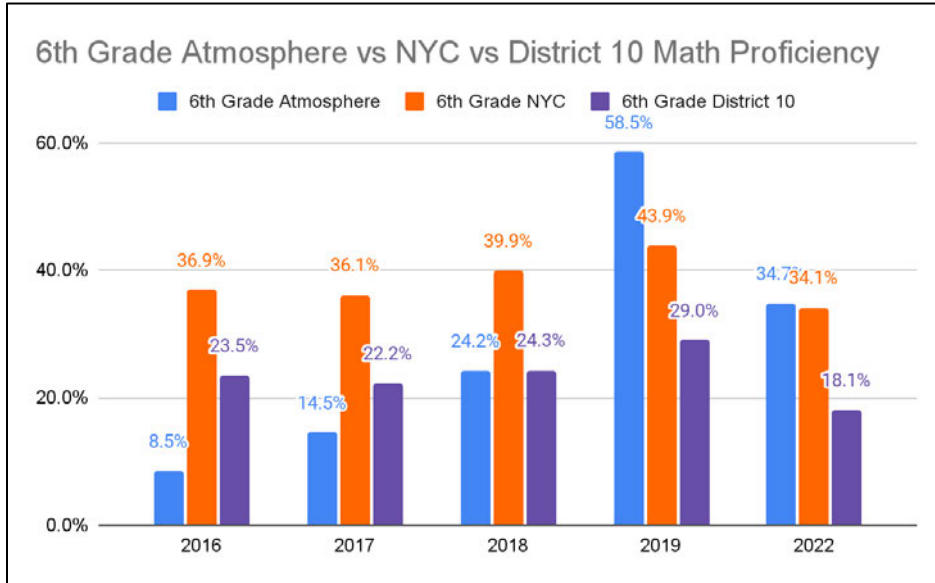


Since 2018, Atmosphere outperformed NYC in 7th Grade Math in terms of growth and has approached and then exceeded NYC in terms of proficiency level. Atmosphere’s 7th grade cohort in 2018 started .27 of a level behind NYC. Despite the interruption in students’ education that resulted from the COVID-19 pandemic, Atmosphere’s 7th grade cohort in 2022 finished .10 of a level ahead of NYC. Atmosphere had a net gain of .37 of a level against NYC in 4 years (two of which were COVID years).

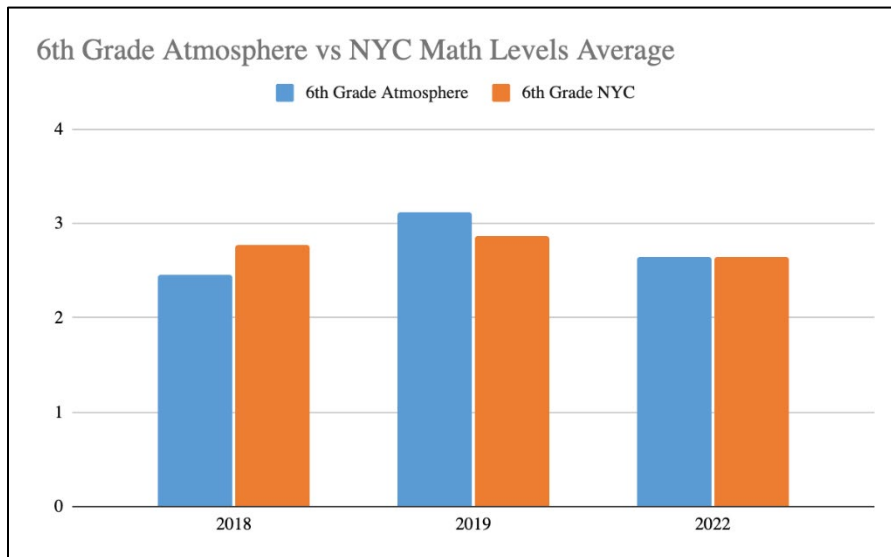


## 6<sup>th</sup> Grade

Since 2018, Atmosphere outperformed NYC and District 10 in 6th Grade Math both in terms of proficiency and proficiency growth. Atmosphere’s 6th grade cohort in 2018 started 28.4% behind NYC and 15% behind District 10. Despite the interruption in students’ education that resulted from the COVID-19 pandemic, Atmosphere’s 6th grade cohort in 2022 finished 0.6% above NYC and 16.6% above District 10. Atmosphere had a net gain of 23.4% against NYC and 20.8% against District 10 in 6 years (two of which were COVID years). The 2022 results do not include 10 students that had their tests invalidated due to calculators being mistakenly given out by proctors. SUNY previously advised Atmosphere to score these tests separately and submit those results. Upon scoring, it was determined that all 10 students scored a level proficiency of 4.00 or above. The adjusted overall 6<sup>th</sup> grade proficiency including these 10 students is 37.61%.



Since 2018, Atmosphere outperformed NYC in 6th Grade Math in terms of growth and has approached and then exceeded NYC in terms of proficiency level. Atmosphere’s 6th grade cohort in 2018 started .31 of a level behind NYC. Despite the interruption in students’ education that resulted from the COVID-19 pandemic, Atmosphere’s 6th grade cohort in 2022 finished at the same level as NYC. Atmosphere had a net gain of .31 of a level against NYC in 4 years (two of which were COVID years). The adjusted levels average including the invalidated scores of the 10 students mentioned above is 2.71.



**Goal 2: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

### Goal 2: Growth Measure

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

The Institute does not require charters to report on this measure for 2021-22.

## INTERNAL EXAM RESULTS

Given the lack of a consistent record of data suitable for analysis as a result of the COVID-19 pandemic, it remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in mathematics during the 2021-22 school year using internal assessments.

During 2021-22, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics:

Internally developed

During the school year, Atmosphere administered an internal Midline Exam and Achievement Sprints to assess students' growth in Math and allow us to make NYS Exam predictions for each grade level. The midline exam was administered in February to measure student growth and achievement at the mid-point in the year. Following the exam, any deficits were retaught using spiraling and reassessed using additional "sprints" (quizzes) in the time between the midline and the state exam.

As seen below, Atmosphere's midline exam has been extremely accurate in predicting student outcomes on the state test. There is a direct correlation between increases in a cohort's percent correct on multiple choice (MC) and constructed response (CR) on the midline and their percent proficient on the state exam. Moreover, there is an even stronger correlation between the percent of students scoring over 60% (>60%) on midline MC and CR and their state exam results.

Cohort	2022 Actual Math % Proficient	2022 Projected English % Proficient	2021 Projected Math % Proficient	2020 Projected Math % Proficient	2019 Actual Math % Proficient
6th Grade	34.7%	40.6%	43.5%	40.7%	58.5%
7th Grade	42.1%	43.9%	44.1%	61.2%	39.6%

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

8th Grade	35.3%	30.0%	55.2%	62.4%	45.9%
All	37.4%	38.2%	47.5	54.8%	47.9%

### SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

Of the two measures of progress in Math for which we are accountable in 2021-22, Atmosphere Academy did not achieve the Absolute Measure but did meet the Comparative Measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

### ACTION PLAN

Atmosphere Academy's Leadership Team has continued to make key improvements to the academic program to foster increased student achievement in the upcoming years. These changes are focused on the continued professional development of highly qualified practitioners, consistent use of data and achievement systems to target and remediate student deficiencies, strategic reallocation of staffing to better support students, increased expectations of both students and staff, and continued tight supervision and evaluation of teachers.

- Highly Effective Teachers
  - Staff Selection- In addition to systems previously put in place, the leadership team closely evaluated staff performance data to determine who would be invited to return for the 2022-2023 academic year. Using a portfolio-based model that included multiple observations and an evaluation matrix, teachers' performance was measured against a customized rubric created by the school that incorporates school values and systems with the Charlotte Danielson framework. As a result of our comprehensive coaching schedule, all but one math teacher showed growth in their development and were invited to return. The recruitment and hiring of the staff continue to be a rigorous process, with the competition of multiple high-quality

candidates for any given opening. These candidates were filtered according to strict criteria that align with Atmosphere's goals. Demonstration tasks were developed to closely mirror their work responsibilities. Interviews and demonstrations were evaluated against a specific rubric and point system for the position. The selection process was modified to appropriately adapt to a virtual environment. Additional support for new hires was provided by the Instructional Leader for the department in order to insure the readiness of these new staff members.

- Professional Development - The school has continued its investment in coaching and professional development. All of these practices are designed to promote professional reflection and growth. This year, the school focused on building rigorous expectations. To ensure that all of our scholars are receiving a rigorous and challenging educational experience and to combat grade inflation, Atmosphere began a Rigor Review in the spring of 2022. The goal of this process is to evaluate assessments and instructional materials and insure alignment to rigorous expectations in all courses. The Chief Academic Officer elected to utilize the Rigor Rubric created by the International Center for Leadership in Education due to its strong alignment with the Danielson Framework for Teaching. Academic Leaders and teachers have participated in training on the Rigor Review process and the rubric utilized. The Academic Leaders have reviewed expectations for Rigor at AAPCS. Academic Leaders reviewed departmental assessments against the rubric. This initiative will continue in the 2022-2023 school year and will include teacher training and self-assessment as well as the review and evaluation of instructional materials and student work samples on a quarterly basis.
- The school hopes to further develop teachers during the 2022-2023 school year through the Frontline Digital Course Library, Regional BOCES, Center for Educational Leadership, the Association for Middle-Level Education, the College Board, and Blue Engine.
- Blue Engine Coaching - During the 2019-2020 school year, the Mathematics Department piloted the use of Blue Engine, an outside vendor to coach three 8th grade teachers in the math department. A dedicated Blue Engine coach was assigned to observe and provide support to the teachers through regular weekly meetings. Teacher development focused specifically on data-driven instructional interventions. The program was successful and was expanded for the 2020 - 2021 school year. Due to the continued success of the program, Blue Engine expanded to 3 pairs of teachers in the English department for the 2021-2022 school year. The selected pair is made up of one English teacher and one special education teacher who co-teach in each grade level. In addition to teacher development, Blue Engine also coaches three leaders to better support the program. In the 2022-2023 school year, the Blue Engine program will work with co-teaching pairs in Social Studies, Science, and Mathematics. The mathematics co-teaching pair will focus their improvement on creating assessments that identify specific criteria for success. Teachers will be trained to measure scholars' performance against that criteria and place scholars accordingly in groupings for targeted supports.

- Peer Coaching - During the 2019-2020 school year, the English Department piloted a peer coaching model. A master teacher who had received distinguished ratings for multiple years coached two novice teachers in the department. The peer coach observed the teachers during lessons and offered non-evaluative feedback. The feedback built the novice teachers' repertoire of instructional strategies and strengthened the quality of the critical questions asked of students. These observations were conducted virtually using a Portal device, as the teachers are assigned to different grade levels. The program was successful and was expanded for the 2020 - 2021 school year to include two master teachers who are mentoring two novice teachers each. The program continued to be such a success that the role has evolved into Teacher Mentors assigned to each grade level (serving all content areas). Teacher Mentors will facilitate orientation and year-long professional development for teachers who are new to Atmosphere. They will also use the peer coaching model described above to support struggling teachers. In 2022 - 2023, Atmosphere has selected one Teacher Mentor to support each building.
- Curricular and Instructional Systems – In 2022 - 2023, instruction at Atmosphere Academy will continue to focus on the growth of students in alignment with the standards and AAPCS systems. Curriculum maps for all courses have been developed to provide adherence to the standards while providing connection to real-life situations and adequate time for assessment and revisiting of content. This work allows us to utilize this resource to measure teacher effectiveness and student growth against a standard on multiple occasions. It also better supports the full instructional cycle (teach, assess, investigate data, identify areas of need, reteach and reassess). For the 2022-2023 school year, the maps for all grade-level Mathematics courses have been realigned to the New York State Next Generation Learning Standards in alignment with the implementation timeline. The maps were also enhanced to specifically include more use of the AAPCS math systems and identify resources better aligned with the standard. To ensure instruction to the grade level standard and identify spiraled supports, the school has invested in customized instructional materials. The materials will be implemented with strategic differentiation for scholars while providing consistent quality and generating aligned assessment data.
  - The grading policy continues to set a standard for the minimum number of assessments required so that student grades are a compilation of multiple types of tasks. This includes pre- and post-assessments developed by the department to measure growth over the course of the year. Entries will be closely monitored by Instructional Leaders to ensure adherence to this policy.
  - All students in grades 6 and 7 will receive 650 minutes of Humanities instruction per week plus 650 minutes per week of STEM instruction per week and an additional 300 minutes of Achievement instruction per week in the fall. This number is increased in the spring to 600 minutes. Atmosphere has added Art and World Language classes for all scholars. Scholars in 6<sup>th</sup> and 7<sup>th</sup> Grade will have 100 minutes of each of those courses in addition to 150 minutes of Health and Physical Education per week. Students on honors teams in the 8<sup>th</sup> Grade will receive 500 minutes of Humanities instruction per week plus 1000 minutes per week of STEM instruction

per week and 90 minutes each week of Art and World Language. The additional 500 minutes is allocated for Algebra 1 Regents and Earth Science Regents courses. Students in all other 8<sup>th</sup> Grade teams will receive the same allocations listed above for the 6<sup>th</sup> and 7<sup>th</sup> Grades. The English and Math Achievement courses have been moved to one-half day a week each in the fall and one whole day in the spring. English Linguistics and Math Fluency courses have been added to all programs except 8th grade Honors to remediate learning loss in these areas and better support student performance. These courses replace the English and Math labs given until 2021. The Math Fluency class will use data generated from the math course to identify scholar deficits and address needs in small groups. Teachers will focus on building comprehension through the acquisition of vocabulary and computation through enhanced practice and the reteaching of skills aligned with previous grade levels. Students in all grades and teams will also receive 50 minutes of Advisory instruction.

- Intervention Systems – All special education instruction and academic intervention services are data-driven. Beyond the full group setting, all students who are not performing at grade level in their core academic classes will receive increased supplemental services under the school’s Rapid Response to Intervention framework. Students identified through this process are provided with a variety of supports. These supports include but are not limited to small group support, Behavior Intervention Plans, and Academic Intervention Services. The Grade Leaders, in coordination with the Chief Learning Officer, oversee student data and placement in collaboration with an individualized team of teachers and staff members. These decisions are made at RTI team meetings on a cyclic basis to review student progress and determine if goals are being met. The Literacy Specialist works directly with students by collaboratively providing instruction with teachers within the classroom and via small group pull-out sessions for students with deficits in reading and writing. Learning Specialists will continue to work with special education students in ICT, SETSS, and Self-Contained settings. ELL Specialists will work with students via push-in, pull-out, and English as a New Language (ENL) classes. Achievement intervention services are provided in alignment with NYS test data. Student grouping is individualized as determined by identified areas of need, and student growth and placement is progress monitored throughout the year.
- Data and Achievement Systems – As it has since the school’s inception, Atmosphere will continue to enhance its ability to leverage data, target interventions, and develop a curriculum that helps meet the needs of all students through the identification and remediation of skill and standard deficiencies. This year, Atmosphere has adopted a centralized data platform that will collect and analyze key data points in relation to each other, providing a more complete picture of performance for students, staff, and programs. The addition of a dedicated Data Manager will also enhance the analysis of data for every aspect of the program.

To help maximize student achievement, Atmosphere has:

- Strategically allocated time to its achievement program and achievement curriculum, which teach students specific systems and strategies they can use to improve
- these systems and strategies are designed and embedded with mnemonic devices, exemplars, rubrics, step-by-step instructions, and countless best practices
- these systems and strategies are taught across all related classrooms on a consistent manner (for example, Atmosphere's English systems are taught in English, English Achievement, Social Studies, Health and Science)

To properly deliver these systems and strategies, Atmosphere will continue to improve, perfect, and expedite its:

- customization of interventions
  - creation student micro-groupings
  - sharing of data with key stakeholders
  - development of new and improved English and math systems and strategies
  - use of a data dashboard to create a central clearing house for student assessment, academic, and behavioral data that inform data-driven decisions and instruction
  - dissemination of itemized data analysis by question type, standard, demographics, and other criteria
  - administration of ongoing progress monitoring through the implementation and timely review of sprints measuring distinct skills and standards
  - creation of curricula and selection of appropriate resources that closely mirror test structures so as to familiarize students with those structures
- Culture - Atmosphere will continue to implement cultural norms and stringent classroom management procedures. Continuing our Merit and Demerit system will support the school's restorative justice framework and adherence to policies. The school will hold a restorative justice council that provides students with opportunities to reflect on and address negative behaviors (one day per week). Opportunities to be recognized as STAR students have been created to celebrate exemplary behavior and scholarship. Rewards including field trips and purchases at the school "swag" store will also promote positive school culture. The school life team has been expanded to include grade level deans, a guidance counselor, a social worker, and school aides. Atmosphere will provide professional development workshops for teachers in Classroom Management and the restorative justice model. Ongoing coaching to further support the proper management techniques and best practices will be given as needed.

### GOAL 3: SCIENCE

#### Goal 3: Science

Students will demonstrate high levels of achievement in Science.

### BACKGROUND

Since the opening of AAPCS, the Science Department followed a discipline-specific model: 6<sup>th</sup> Grade Physical Science, 7<sup>th</sup> Grade Life Science, and 8<sup>th</sup> Grade Earth Science with a heavy spiral review to prepare students for the NYS 8<sup>th</sup> Grade science exam. During the use of this model, NYS was under the old Science Learning Standards. During the 2019-2020 school year, the 6<sup>th</sup> Grade curriculum was adjusted to meet the new New York State P-12 Science Learning Standards. The 7<sup>th</sup> Grade curriculum was adjusted during the 2020-2021 school year to address these standards, and the 8<sup>th</sup> Grade curriculum was updated in the 2021-2022 school year. As a result, all scholars take Integrated Science courses in grades 6, 7, and 8. The curriculum adjustments also included the increase in labs performed on each grade level. The Earth Science Regents course was added for 8<sup>th</sup> grade Honors students in the 2021-2022 school year. As a result of this addition, scholars in this track take 8<sup>th</sup> Grade Integrated Science and Earth Science Regent courses and participate in both exams.

To address these new standards, Atmosphere has adopted the Amplify curriculum in these new courses. Atmosphere chose these curricula because of their emphasis on inquiry-based learning, multimodal learning, and science application, which helps to facilitate the kind of creative thinking, critical thinking, and collaborative leadership skills that are central to Atmosphere's mission and vision. In keeping with its blended approach to learning, Atmosphere supplements the science curriculum with web-based applications and supplemental resources that give students the chance to engage in inquiry-based scientific discovery. Atmosphere has selected aligned texts from Holt McDougal Harcourt, Barrons, and Topical Review for the Earth Science course. These texts support scholars' exploration of the content and are aligned with the NY State Earth Science Regents exam.

The 8<sup>th</sup> Grade science program also consists of Achievement for the NY State 8<sup>th</sup> Grade exam as well as the Earth Science Regents. This program is designed to prepare scholars for the NYS exams. The exam content is spiraled to include the three middle school disciplines (Earth Science, Life Science, and Physical Science) covered as well as some 5<sup>th</sup> Grade content. Similarly, Achievement for the Regents reviews the content tested and ensures that all scholars have met the lab requirements of the course. The program is facilitated several times throughout the year and consists of intensive workshops on labs and performance tasks, reading charts and data, content-based vocabulary and critical reading skills, as well as test-taking strategies. Whenever possible, the program utilizes Atmosphere's English systems to help scholars respond to multiple choice (RAIN) and constructed response questions (BRACECES). The program begins with a Baseline to assess student needs and revise the program as needed. A Midline exam is given in the spring in order to measure student growth and identify areas that need improvement.

### ELEMENTARY AND MIDDLE SCIENCE

#### Goal 3: Absolute Measure

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

### METHOD

The school administered the New York State Testing Program science assessment to students in 8<sup>th</sup> grade in spring 2022. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

### RESULTS AND EVALUATION

A total of 47.4% of all students who took the exam received a Level 3 or 4 on the Science exam, and a total of 47.4% of students who have been enrolled in the school for at least two years scored a Level 3 or 4 on the Science exam.

Charter School Performance on 2021-22 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested
4		
8	47.4	175
All	47.4	175

### ADDITIONAL EVIDENCE

Atmosphere Academy offered the Earth Science Regents to its 8<sup>th</sup> Grade scholars for the first time in 2021-2022. In this inaugural year, 88% of the scholars tested were proficient on the Earth Science Regents exam either through testing or the special waiver process. The number represents 68 out of 77 scholars tested who will gain credit for the exam toward graduation. The proficiency on the Regents (combined June and August administrations) was 62%. In addition, 10.4% of the scholars tested earned an advance proficient level (4 or 5) on the Earth Science Regents exam.

Performance on a Regents Science Exam  
Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	N/A	N/A	0
8	2018-19	N/A	N/A	0
8	2021-22	Earth Science	62 (88 with waiver)	77



As this was the first cohort of scholars taking this exam, we do not have comparative data. However, student performance on the baseline and midline assessments is used to shape the program. As a result of poor performance on these internal assessments, the school changed the schedule to significantly increase instruction and strategically target skill deficits, improving scholars' performance by over 60% between the Baseline and Regents exams.

### Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The Institute does not require charters to report on this measure for 2021-22.

## SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Of the two measures of progress in Science for which we are accountable in 2021-22, Atmosphere Academy did not achieve the Absolute Measure and is unable to assess the Comparative Measure as CSD 10 scores are not yet available.

## ACTION PLAN

Atmosphere Academy's Leadership Team has continued to make key improvements to the academic program to foster increased student achievement in the upcoming years. These changes are focused on the continued professional development of highly qualified practitioners, consistent use of data and achievement systems to target and remediate student deficiencies, strategic reallocation of staffing to better support students, increased expectations of both students and staff, and continued tight supervision and evaluation of teachers.

- Highly Effective Teachers
  - Staff Selection- In addition to systems previously put in place, the leadership team closely evaluated staff performance data to determine who would be invited to return for the 2022 - 2023 academic year. Using a portfolio-based model that included multiple observations and an evaluation matrix, teachers' performance was measured against a customized rubric created by the school that incorporates school values and systems with the Charlotte Danielson framework. As a result of our comprehensive coaching schedule, all science teachers showed growth in their development and were invited to return. The recruitment and hiring of the staff continue to be a rigorous process, with the competition of multiple high-quality candidates for any given opening. These candidates were filtered according to strict criteria that align with Atmosphere's goals. Demonstration tasks were developed to closely mirror their work responsibilities. Interviews and demonstrations were evaluated against a specific rubric and point system for the position. The selection process was modified to appropriately adapt to a virtual environment. Additional

- support for new hires was provided by the Instructional Leader for the department in order to insure the readiness of these new staff members.
- Professional Development - The school has continued its investment in coaching and professional development. All of these practices are designed to promote professional reflection and growth. This year, the school focused on building Rigorous expectations. In order to ensure that all of our scholars are receiving a rigorous and challenging educational experience and to combat grade inflation, Atmosphere began a Rigor Review in the spring of 2022. The goal of this process is to evaluate assessments and instructional materials and insure alignment to rigorous expectations in all courses. The Chief Academic Officer elected to utilize the Rigor Rubric created by the International Center for Leadership in Education due to its strong alignment with the Danielson Framework for Teaching. Academic Leaders and teachers have participated in a training on the Rigor Review process and the rubric utilized. The Academic Leaders have reviewed expectations for Rigor at AAPCS. Academic Leaders reviewed departmental assessments against the rubric. This initiative will continue in the 2022-2023 school year and will include, teacher training and self-assessment as well as the review and evaluation of instructional materials and student work samples on a quarterly basis.
  - The school hopes to further develop teachers during the 2022-2023 school year through the Frontline Digital Course Library, Regional BOCES, Center for Educational Leadership, the Association for Middle-Level Education, the College Board, and Blue Engine.
  - Blue Engine Coaching - During the 2019-2020 school year, the Mathematics Department piloted the use of Blue Engine, an outside vendor to coach three 8th grade teachers in the math department. A dedicated Blue Engine coach was assigned to observe and provide support to the teachers through regular weekly meetings. Teacher development focused specifically on data-driven instructional interventions. The program was successful and was expanded for the 2020 - 2021 school year. Due to the continued success of the program, Blue Engine expanded to 3 pairs of teachers in the English department for the 2021-2022 school year. The selected pair is made up of one English teacher and one special education teacher who co-teach in each grade level. In addition to teacher development, Blue Engine also coaches three leaders in order to better support the program. In the 2022-2023 school year, the Blue Engine program will work with co-teaching pairs in Social Studies, Science, and Mathematics. The science co-teaching pair will focus their improvement on creating assessments that identify specific criteria for success. Teachers will be trained to measure scholars' performance against that criteria and place scholars accordingly in groupings for targeted supports.
  - Increased Instructional Leadership. The Leadership team for the Science Department now includes a Director of the 6-12 program as well as Managers for the middle and high schools. This increased leadership model was designed to address the need for increased support of staff and instruction as the school expands. The department managers will directly coach teachers using data to enhance their performance in the classroom.

- Peer Coaching - During the 2019-2020 school year, the English Department piloted a peer coaching model. A master teacher who had received distinguished ratings for multiple years coached two novice teachers in the department. The peer coach observed the teachers during lessons and offered non-evaluative feedback. The feedback built the novice teachers' repertoire of instructional strategies and strengthened the quality of the critical questions asked of students. These observations were conducted virtually using a Portal device, as the teachers are assigned to different grade levels. The program was successful and was expanded for the 2020 - 2021 school year to include two master teachers who are mentoring two novice teachers each. The program continued to be such a success that the role has evolved into Teacher Mentors assigned to each grade level (serving all content areas). Teacher Mentors will facilitate orientation and year-long professional development for teachers who are new to Atmosphere. They will also use the peer coaching model described above to support struggling teachers. In 2022 - 2023, Atmosphere has selected one Teacher Mentor to support each building.
- Curricular and Instructional Systems – In 2022 - 2023, instruction at Atmosphere Academy will continue to focus on the growth of students in alignment with the standards and AAPCS systems. Curriculum maps for all courses have been developed to provide adherence to the standards while providing connection to real-life situations and adequate time for assessment and revisiting of content. This work allows us to utilize this resource to measure teacher effectiveness and student growth against a standard on multiple occasions. It also better supports the full instructional cycle (teach, assess, investigate data, identify areas of need, reteach and reassess)
  - The grading policy continues to set a standard for the minimum number of assessments required so that student grades are a compilation of multiple types of tasks. This includes pre- and post-assessments developed by the department to measure growth over the course of the year. Entries will be closely monitored by Instructional Leaders to ensure adherence to this policy.
  - All students in grades 6 and 7 will receive 650 minutes of Humanities instruction per week plus 650 minutes per week of STEM instruction per week and an additional 300 minutes of Achievement instruction per week in the fall. This number is increased in the spring to 600 minutes. Atmosphere has added Art and World Language classes for all scholars. Scholars in 6<sup>th</sup> and 7<sup>th</sup> Grade will have 100 minutes of each of those courses in addition to 150 minutes of Health and Physical Education per week. Students on honors teams in the 8<sup>th</sup> Grade will receive 500 minutes of Humanities instruction per week plus 1000 minutes per week of STEM instruction per week and 90 minutes each week of Art and World Language. The additional 500 minutes are allocated for Algebra 1 Regents and Earth Science Regents courses. Students in all other 8<sup>th</sup> Grade teams will receive the same allocations listed above for the 6<sup>th</sup> and 7<sup>th</sup> Grades. The English and Math Achievement courses have been moved to one-half day a week each in the fall and one whole day in the spring. English Linguistics and Math Fluency courses have been added to all programs except 8<sup>th</sup> Grade Honors to remediate learning loss in these areas and better support student performance. These courses replace the English and Math

labs given until 2021. The Math Fluency class will use data generated from the math course to identify scholar deficits and address needs in small groups. Teachers will focus on building comprehension through the acquisition of vocabulary and computation through enhanced practice and the reteaching of skills aligned with previous grade levels. Students in all grades and teams will also receive 50 minutes of Advisory instruction.

- Intervention Systems – All special education instruction and academic intervention services are data-driven. Beyond the full group setting, all students who are not performing at grade level in their core academic classes will receive increased supplemental services under the school’s Rapid Response to Intervention framework. Students identified through this process are provided with a variety of supports. These supports include but are not limited to small group support, Behavior Intervention Plans, and Academic Intervention Services. The Grade Leaders, in coordination with the Chief Learning Officer, oversee student data and placement in collaboration with an individualized team of teachers and staff members. These decisions are made at RTI team meetings on a cyclic basis to review student progress and determine if goals are being met. The Literacy Specialist works directly with students by collaboratively providing instruction with teachers within the classroom and via small group pull-out sessions for students with deficits in reading and writing. Learning Specialists will continue to work with special education students in ICT, SETSS, and Self-Contained settings. ELL Specialists will work with students via push-in, pull-out, and English as a New Language (ENL) classes. Achievement intervention services are provided in alignment with NYS test data. Student grouping is individualized as determined by identified areas of need, and student growth and placement is progress monitored throughout the year.
- Data and Achievement Systems – As it has since the school’s inception, Atmosphere will continue to enhance its ability to leverage data, target interventions, and develop a curriculum that helps meet the needs of all students through the identification and remediation of skill and standard deficiencies. This year, Atmosphere has adopted a centralized data platform that will collect and analyze key data points in relation to each other, providing a more complete picture of performance for students, staff, and programs. The addition of a dedicated Data Manager will also enhance the analysis of data for every aspect of the program.

To help maximize student achievement, Atmosphere has:

- Strategically allocated time to its achievement program and achievement curriculum, which teach students specific systems and strategies they can use to improve
- these systems and strategies are designed and embedded with mnemonic devices, exemplars, rubrics, step-by-step instructions, and countless best practices
- these systems and strategies are taught across all related classrooms on a consistent manner (for example, Atmosphere's English systems are taught in English, English Achievement, Social Studies, Health, and Science)

To properly deliver these systems and strategies, Atmosphere will continue to improve, perfect, and expedite its:

- customization of interventions
  - creation student micro-groupings
  - sharing of data with key stakeholders
  - development of new and improved English and math systems and strategies
  - use of a data dashboard to create a central clearing house for student assessment, academic, and behavioral data that inform data-driven decisions and instruction
  - dissemination of itemized data analysis by question type, standard, demographics, and other criteria
  - administration of ongoing progress monitoring through the implementation and timely review of sprints measuring distinct skills and standards
  - creation of curricula and selection of appropriate resources that closely mirror test structures so as to familiarize students with those structures
- Culture - Atmosphere will continue to implement cultural norms and stringent classroom management procedures. Continuing our Merit and Demerit system will support the school's restorative justice framework and adherence to policies. The school will hold a restorative justice council that provides students with opportunities to reflect and address negative behaviors (one day per week). Opportunities to be recognized as STAR students have been created to celebrate exemplary behavior and scholarship. Rewards including field trips and purchases at the school "swag" store will also promote positive school culture. The school life team has been expanded to include grade level deans, a guidance counselor, social worker and school aides. Atmosphere will provide professional development workshops for teachers in Classroom Management and the restorative justice model. Ongoing coaching to further support the proper management techniques and best practices will be given as needed.

## GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

**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

Atmosphere Academy has been deemed to be in Good Standing this year.

### ADDITIONAL EVIDENCE

Atmosphere Academy has been in Good Standing during each of this Accountability Period, and in all years since the school’s founding.

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing

**ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL**

**BRONX, NEW YORK**

**AUDITED FINANCIAL STATEMENTS**

**AND**

**INDEPENDENT AUDITOR'S REPORT**

**JUNE 30, 2022**  
**(With Comparative Totals for 2021)**

CONTENTS

<u>AUDITED FINANCIAL STATEMENTS</u>	<u>PAGE</u>
Independent Auditor's Report	3
Statement of Financial Position	5
Statement of Activities and Changes in Net Assets	6
Statement of Functional Expenses	7
Statement of Cash Flows	8
Notes to Financial Statements	9



## INDEPENDENT AUDITOR'S REPORT

Board of Trustees  
Atmosphere Academy Public Charter School

### **Report on the Audit of the Financial Statements**

#### ***Opinion***

We have audited the financial statements of Atmosphere Academy Public Charter School, which comprise the statement of financial position as of June 30, 2022, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of Atmosphere Academy Public Charter School as of June 30, 2022, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### ***Basis for Opinion***

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Atmosphere Academy Public Charter School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

#### ***Responsibilities of Management for the Financial Statements***

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Atmosphere Academy Public Charter School's ability to continue as a going concern for one year after the date that the financial statements are available to be issued.

### ***Auditor's Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Atmosphere Academy Public Charter School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Atmosphere Academy Public Charter School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

### ***Report on Summarized Comparative Financial Information***

We have previously audited Atmosphere Academy Public Charter School's June 30, 2021 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 26, 2021. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2021 is consistent, in all material respects, with the audited financial statements from which it has been derived.

### ***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated October 31, 2022 on our consideration of Atmosphere Academy Public Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Atmosphere Academy Public Charter School's internal control over financial reporting and compliance.

*Mengel, Metzger, Baw & Co. LLP*

Rochester, New York  
October 31, 2022

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2022

(With Comparative Totals for 2021)

<u>ASSETS</u>	<u>June 30,</u>	
	<u>2022</u>	<u>2021</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 82,920	\$ 141,094
Grants and contract receivables	231,851	350,952
Contributions and other receivables	1,086	13,419
Prepaid expenses and other current assets	<u>169,475</u>	<u>142,499</u>
TOTAL CURRENT ASSETS	485,332	647,964
 <u>PROPERTY AND EQUIPMENT, net</u>	 2,514,152	 1,729,435
 <u>OTHER ASSETS</u>		
Cash in escrow	75,104	75,089
Deposits	<u>257,913</u>	<u>257,913</u>
TOTAL ASSETS	<u>\$ 3,332,501</u>	<u>\$ 2,710,401</u>
 <u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 1,407,295	\$ 997,447
Current portion of loans from related party	150,000	150,000
Current portion of deferred lease incentive	<u>38,261</u>	<u>-</u>
TOTAL CURRENT LIABILITIES	1,595,556	1,147,447
 <u>OTHER LIABILITIES</u>		
Long-term loans from related party	60,000	210,000
Deferred lease incentive	25,507	-
Deferred lease liability	<u>402,237</u>	<u>394,216</u>
OTHER LIABILITIES	<u>487,744</u>	<u>604,216</u>
TOTAL LIABILITIES	<u>2,083,300</u>	<u>1,751,663</u>
 <u>NET ASSETS</u>		
Without donor restrictions	<u>1,249,201</u>	<u>958,738</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 3,332,501</u>	<u>\$ 2,710,401</u>

The accompanying notes are an integral part of the financial statements.

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2022  
(With Comparative Totals for 2021)

	<u>Year ended June 30,</u>	
	<u>2022</u>	<u>2021</u>
Revenue, gains and other support:		
Public school district:		
Resident student enrollment	\$ 10,974,603	\$ 9,488,740
Students with disabilities	1,526,691	1,303,623
Grants and contracts:		
State and local	59,242	33,109
Federal - Title and IDEA	725,858	411,174
Federal - other	1,742,659	185,467
NYC DOE Rental assistance	<u>3,260,917</u>	<u>2,462,099</u>
TOTAL REVENUE, GAINS AND OTHER SUPPORT	18,289,970	13,884,212
 Expenses:		
Program services:		
Regular education	11,246,295	8,294,226
Special education	<u>4,144,401</u>	<u>2,928,016</u>
TOTAL PROGRAM SERVICES	15,390,696	11,222,242
Management and general	<u>2,621,941</u>	<u>1,933,820</u>
TOTAL OPERATING EXPENSES	<u>18,012,637</u>	<u>13,156,062</u>
 SURPLUS FROM SCHOOL OPERATIONS	277,333	728,150
 Support and other revenue:		
Contributions:		
Individuals	1,052	20
Fundraising	-	1,864
Sublease rental income	12,000	12,000
Interest income	<u>78</u>	<u>113</u>
TOTAL SUPPORT AND OTHER REVENUE	<u>13,130</u>	<u>13,997</u>
 CHANGE IN NET ASSETS	290,463	742,147
 Net assets at beginning of year	<u>958,738</u>	<u>216,591</u>
NET ASSETS AT END OF YEAR	<u>\$ 1,249,201</u>	<u>\$ 958,738</u>

The accompanying notes are an integral part of the financial statements.

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2022  
 (With Comparative Totals for 2021)

	No. of Positions June 30, 2022	Year ended June 30,						2021 Total
		2022			2021			
		Program Services			Supporting Services			
	Regular Education	Special Education	Sub-total	Management and General	Sub-total	Total	Total	
Personnel services costs:								
Administrative staff personnel	23	\$ 1,508,422	\$ 410,038	\$ 1,918,460	\$ 1,204,008	\$ 1,204,008	\$ 3,122,468	\$ 2,273,112
Instructional personnel	64	3,783,518	1,618,061	5,401,579	-	-	5,401,579	4,535,868
Total salaries and wages	87	5,291,940	2,028,099	7,320,039	1,204,008	1,204,008	8,524,047	6,808,980
Fringe benefits and payroll taxes		1,247,066	477,930	1,724,996	283,729	283,729	2,008,725	1,542,462
Retirement		215,380	82,543	297,923	49,003	49,003	346,926	282,068
Legal services		-	-	-	54,854	54,854	54,854	35,810
Accounting/Audit services		-	-	-	32,400	32,400	32,400	21,400
Other Purchased/Professional/Consulting Services		273,755	104,915	378,670	232,638	232,638	611,308	419,633
Building rent		1,505,673	577,039	2,082,712	342,567	342,567	2,425,279	1,955,355
Repairs and maintenance		319,910	122,603	442,513	72,785	72,785	515,298	322,165
Insurance		62,911	24,110	87,021	14,313	14,313	101,334	70,620
Utilities		62,116	23,806	85,922	14,132	14,132	100,054	62,053
Supplies/Materials		374,691	101,853	476,544	-	-	476,544	263,414
Equipment/Furnishings		40,550	12,422	52,972	2,858	2,858	55,830	70,225
Staff development		51,587	14,271	65,858	507	507	66,365	49,091
Marketing/Recruitment		157,753	60,114	217,867	35,189	35,189	253,056	163,495
Technology		143,089	54,838	197,927	55,885	55,885	253,812	325,947
Food service		87,786	23,863	111,649	-	-	111,649	27,475
Student services		944,060	256,626	1,200,686	-	-	1,200,686	238,154
Office expense		46,296	17,743	64,039	131,100	131,100	195,139	112,993
Depreciation and amortization		379,908	145,597	525,505	86,436	86,436	611,941	348,880
Other		41,824	16,029	57,853	9,537	9,537	67,390	35,842
		\$ 11,246,295	\$ 4,144,401	\$ 15,390,696	\$ 2,621,941	\$ 2,621,941	\$ 18,012,637	\$ 13,156,062

The accompanying notes are an integral part of the financial statements.

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2022  
(With Comparative Totals for 2021)

	<u>Year ended June 30,</u>	
	<u>2022</u>	<u>2021</u>
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ 290,463	\$ 742,147
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation and amortization	611,941	348,880
Changes in certain assets and liabilities affecting operations:		
Grants and contract receivables	119,101	(200,302)
Contributions and other receivables	12,333	1,365
Prepaid expenses and other current assets	(26,976)	(80,704)
Deposits	-	(16,981)
Accounts payable and accrued expenses	187,867	355,886
Deferred lease liability	8,021	140,168
Deferred lease incentive	63,768	-
Due to NYC Department of Education	-	(130,027)
NET CASH PROVIDED FROM OPERATING ACTIVITIES	<u>1,266,518</u>	<u>1,160,432</u>
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	<u>(1,174,677)</u>	<u>(861,757)</u>
NET CASH USED FOR INVESTING ACTIVITIES	<u>(1,174,677)</u>	<u>(861,757)</u>
<u>CASH FLOWS - FINANCING ACTIVITIES</u>		
Borrowings from a related party	350,000	260,000
Repayments to a related party	<u>(500,000)</u>	<u>(427,500)</u>
NET CASH USED FOR FINANCING ACTIVITIES	<u>(150,000)</u>	<u>(167,500)</u>
NET (DECREASE) INCREASE IN CASH AND RESTRICTED CASH	(58,159)	131,175
Cash and restricted cash at beginning of year	<u>216,183</u>	<u>85,008</u>
CASH AND RESTRICTED CASH AT END OF YEAR	<u>\$ 158,024</u>	<u>\$ 216,183</u>
<u>SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION</u>		
Cash paid during the year for interest	<u>\$ 14,620</u>	<u>\$ 26,967</u>
<u>NON-CASH OPERATING AND INVESTING ACTIVITIES</u>		
Purchases of property and equipment included in accounts payable and accrued expenses	<u>\$ 221,981</u>	<u>\$ 317,167</u>

The accompanying notes are an integral part of the financial statements.

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Charter School

Atmosphere Academy Public Charter School (the “Charter School”) is an educational corporation that operates as a charter school in Bronx, New York. The Charter School is a middle school with the mission of preparing students to be ready for college, career and life. On October 16, 2014 the Board of Trustees of the University of the State of New York (SUNY) granted the Charter School a provisional charter valid for a term of five years and renewable upon expiration. On January 31, 2020, the Charter School obtained a renewal through July 31, 2025. In May 2021, SUNY approved a revision to the Charter School's charter to open a High School in the 2022-2023 school year.

Financial Statement presentation

The financial statements of the Charter School have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America (GAAP). The Charter School reports information regarding its financial position and activities according to two classes of net assets: net assets without donor restrictions and net assets with donor restrictions.

These classes of net assets are defined as follows:

Net Assets Without Donor Restrictions – The net assets over which the Governing Board has discretionary control to use in carrying on the Charter School’s operations in accordance with the guidelines established by the Charter School. The Board may designate portions of the current net assets without donor restrictions for specific purposes, projects or investment.

Net Assets With Donor Restrictions – Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. The Charter School had no net assets with donor restrictions at June 30, 2022 or 2021.

Cash

Cash balances are maintained at financial institutions located in New York and are insured by the Federal Deposit Insurance Corporation up to \$250,000 at each institution. In the normal course of business, the cash account balances at any given time may exceed insured limits. However, the Charter School has not experienced any losses in such accounts and does not believe it is exposed to significant risk in cash.

Cash and restricted cash balances for the years ended June 30, 2022 and 2021 consisted of the following:

	<u>June 30,</u>	
	<u>2022</u>	<u>2021</u>
Cash	\$ 82,920	\$ 141,094
Cash in escrow	<u>75,104</u>	<u>75,089</u>
	<u>\$ 158,024</u>	<u>\$ 216,183</u>

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Cash in escrow

The Charter School maintains cash in an escrow account in accordance with the terms of its charter agreement. The agreement requires \$25,000 be placed in escrow each of the first three years of operations and a balance of \$75,000 be maintained to fund any audit and legal expenses incurred should the Charter School cease operations and dissolve.

Revenue and support recognition

Revenue from Exchange Transactions: The Charter School recognizes revenue in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) 2014-09, Revenue from Contracts with Customers, as amended. ASU 2014-09 applies to exchange transactions with customers that are bound by contracts or similar arrangements and establishes a performance obligation approach to revenue recognition.

The Charter School records substantially all revenues over time as follows:

Public school district revenue

The Charter School recognizes revenue as educational programming is provided to students throughout the year. The Charter School earns public school district revenue based on the approved per pupil tuition rate of the public school district in which the pupil resides. The amount received each year from the resident district is the product of the approved per pupil tuition rate and the full-time equivalent student enrollment of the School. Each NYS school district has a fixed per pupil tuition rate which is calculated annually by NYSED in accordance with NYS Education Law. Amounts are billed in advance every other month and payments are typically received in six installments during the year. At the end of each school year, a reconciliation of actual enrollment to billed enrollment is performed and any additional amounts due or excess funds received are agreed upon between the Charter School and the district(s) and are paid or recouped. Additional funding is available for students requiring special education services. The amount of additional funding is dependent upon the length of time and types of services provided by the Charter School to each student, subject to a maximum amount based upon a set rate for each district as calculated by NYSED.

Rental assistance

Facilities rental assistance funding is provided by the New York City Dept of Education (NYCDOE) to qualifying charter schools located in the five boroughs of NYC. In order to receive rental assistance funding, a charter school must have commenced instruction or added grade levels in the 2014-15 school year or thereafter, and go through a space request process with the NYCDOE. If NYCDOE is not able to provide adequate space, the charter school can become eligible for rental assistance. Rental assistance is calculated as the lesser of 30% of the per-pupil tuition rate for NYC times the number of students enrolled, or actual total rental costs. As rental assistance is based on the number of students enrolled, revenue is recognized throughout the year as educational programming is provided to students.

The following table summarizes contract balances at their respective statement of financial position dates:

	June 30,		
	2022	2021	2020
Contracts receivable	\$ 35,237	\$ 58,425	\$ 8,618



ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Contributions

The Charter School recognizes contributions when cash, securities or other assets, an unconditional promise to give, or a notification of a beneficial interest is received. Conditional promises to give, that is, those with a measurable performance or other barrier, and a right of return, are not recognized until the conditions on which they depend have been substantially met.

Contributions and unconditional promises to give are recorded as revenue in the appropriate class of net assets depending on the existence of any donor restrictions. A contribution that is received and expended in the same period for a specific purpose is classified as revenue without donor restrictions.

Contributions are recorded as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities and changes in net assets as net assets released from restrictions.

Grant revenue

Some of the Charter School's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Charter School has incurred expenditures in compliance with specific contract or grant provisions. Certain grants are subject to audit and retroactive adjustments by its funders. Any changes resulting from these audits are recognized in the year they become known. Qualifying expenditures that have been incurred but are yet to be reimbursed are reported as grants receivable in the accompanying statement of financial position. Amounts received prior to incurring qualifying expenditures are reported as deferred revenue in the accompanying statement of financial position. There was no revenue deferred at either June 30, 2022 or 2021. The Charter School received cost-reimbursement grants of approximately \$2,536,987 and \$175,857 that have not been recognized at June 30, 2022 and 2021, respectively, because qualifying expenditures have not yet been incurred.

Grants and other receivables

Grants and other receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2022 or 2021.

Pledges receivable

Pledges receivable represent unconditional promises to give. Pledges that are expected to be collected within one year are recorded at their realizable value. Those that are to be collected in future years are recorded at the present value of estimated future collections. There were no pledges receivable at June 30, 2022 or 2021.

Property and equipment

Property and equipment are recorded at cost. Depreciation and amortization are computed using the straight-line method on a basis considered adequate to depreciate the assets over their estimated useful lives, which range from three to seven years. Leasehold improvements are being amortized over the term of the lease.

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Deferred rent benefit/liability

The Charter School leases its facilities. The leases contain pre-determined changes of the base rent. In accordance with GAAP, the Charter School recognizes the related rent expense on a straight-line basis over the lease terms and records the difference between the recognized rental expense and the amounts payable under the leases as a deferred rent benefit or liability.

Contributed services

The Organization receives contributed services from volunteers to develop its academic program and to serve on the Board of Trustees. These services are not valued in the financial statements because they do not require "specialized skills" and would typically not be purchased if they were not contributed.

The Charter School received no contributed services for consulting and legal services for the years ended June 30, 2022 and 2021.

Tax exempt status

The Charter School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income.

The Charter School files Form 990 tax returns in the U.S. federal jurisdiction. The tax returns for the years ended June 30, 2019 through June 30, 2022 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain tax positions and, accordingly it will not recognize any liability for unrecognized tax benefits.

Marketing costs

The Charter School expenses marketing costs as they are incurred. Total marketing and recruiting costs approximated \$253,100 and \$163,500 for the years ended June 30, 2022 and 2021, respectively.

Deferred revenue

The Charter School records grant revenue as deferred revenue until it is expended for the purpose of the grant, at which time it is recognized as revenue.

Deposits

Deposits are made up of payments to third parties in connection with facility lease agreements.

Use of estimates in the preparation of financial statements

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Adoption of new accounting standard – gifts-in-kind

In September 2020, the FASB issued a new accounting update to improve transparency in the reporting of contributed nonfinancial assets, also known as gifts-in-kind. The update requires not-for-profit entities to present contributed nonfinancial assets separately on the statement of activities, apart from contributions of cash and other financial assets. In addition, the update requires not-for-profit entities to disclose in the notes to the financial statements a breakout of the different types of gifts-in-kinds recognized, any donor restrictions associated with the gift, the valuation technique(s) used to arrive at the fair value measure, whether or not the gift-in-kind was monetized, and any policies on monetization. The update is effective for fiscal years beginning after June 15, 2021 and is being applied on a retrospective basis. The Charter School adopted this standard during the year ended June 30, 2022. There were no gifts-in-kind recorded for the years ended June 30, 2022 and 2021.

New accounting pronouncements - leases

In February 2016, the FASB issued a new standard related to leases to increase transparency and comparability among entities by requiring the recognition of right-of-use (“ROU”) assets and lease liabilities on the statement of financial position. Most prominent among the changes in the standard is the recognition of ROU assets and lease liabilities by lessees for those leases classified as operating leases under current U.S. GAAP. For nonpublic entities, the FASB voted on May 20, 2020, to extend the guidance in this new standard to be effective for fiscal years beginning after December 15, 2021, and interim periods within fiscal years beginning after December 15, 2022. The Charter School is currently evaluating the provisions of this standard to determine the impact the new standard will have on the Charter School’s financial position or results of operations.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 31, 2022, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

NOTE B: LIQUIDITY AND AVAILABILITY

The Charter School regularly monitors liquidity required to meet its operating needs and other contractual commitments. The Charter School’s main source of liquidity is its cash accounts.

For purposes of analyzing resources available to meet general expenditures over a 12-month period, the Charter School considers all expenditures related to its ongoing activities of teaching, and public service as well as the conduct of services undertaken to support those activities to be general expenditures.

In addition to financial assets available to meet general expenditures over the next 12 months, the Charter School operates with a balanced budget and anticipates collecting sufficient revenue to cover general expenditures not covered by donor-restricted resources. Refer to the statement of cash flows which identifies the sources and uses of the Charter School’s cash and shows positive cash generated by operations for fiscal year 2022 and 2021.

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE B: LIQUIDITY AND AVAILABILITY, Cont'd

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following at June 30, 2022 and 2021:

	<u>June 30,</u>	
	<u>2022</u>	<u>2021</u>
Cash	\$ 82,920	\$ 141,094
Grants and contract receivables	231,851	350,952
Contributions and other receivables	<u>1,086</u>	<u>13,419</u>
Total financial assets available to management for general expenditures within one year	<u>\$ 315,857</u>	<u>\$ 505,465</u>

NOTE C: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	<u>June 30,</u>	
	<u>2022</u>	<u>2021</u>
Furniture and fixtures	\$ 616,771	\$ 597,602
Office and classroom equipment	283,491	256,424
Leasehold improvements	2,895,376	1,736,515
Software	35,994	17,434
Computers and equipment	510,195	340,445
Construction in progress	<u>21,065</u>	<u>17,815</u>
	4,362,892	2,966,235
Less accumulated depreciation	<u>1,848,740</u>	<u>1,236,800</u>
	<u>\$ 2,514,152</u>	<u>\$ 1,729,435</u>

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE D: SCHOOL FACILITIES

The Charter School leases its facilities from a third party with current monthly payments of \$82,000, and monthly payments escalate through June 2029. Rent expense incurred under this lease for the years ended June 30, 2022 and 2021 was approximately \$985,000 and \$717,000, respectively. In August 2020, this lease was amended for the cost of improvements totaling \$198,765 to be included as supplemental rent to be paid on or before September 30, 2020. The Charter School has two sublease agreements for this facility for the use of space during the summer months and after school. Sublease rental income for these agreements for both the years ended June 30, 2022 and 2021 approximated \$12,000.

The Charter School leased a second location from a third party with current monthly payments of \$54,800, and monthly payments escalate through August 2022. In August 2021, this lease was amended to extend the lease with monthly escalating payments through July 2026, including \$1,500,000 of additional rent for improvements and relocation of offices. The additional rent is to be paid annually in installments ranging from \$100,000 to \$600,000 until paid in full and is included in the future minimum payments below. Rent expense for this location approximated \$615,000 and \$548,000 for the years ended June 30, 2022 and 2021, respectively.

In April 2017, the Charter School entered into a 10 year agreement with a third party to lease a third location with escalating monthly payments of approximately \$35,000 per month. The lease went into effect when the School received the certificate of occupancy in November 2018. In August 2020, the lease was amended for additional space leased to the School. The lease amendment went into effect when the School received the temporary certificate of occupancy in March 2021. The additional space requires current monthly payments of approximately \$72,000 per month through March 2023, then \$29,500 per month through October 2028. Rent expense for this location approximated \$666,000 and \$425,000 for the years ended June 30, 2022 and 2021. There is an additional lease for parking at this location with monthly escalating payments of approximately \$7,200 through October 2028.

The lease agreements call for changes in the monthly lease payments. The deferred rent liability represents the difference between what will be paid by the Charter School and what is due based on a straight-line calculation of rent over the term of the leases.

The future minimum payments required under the agreements are approximately as follows:

<u>Year ending June 30.</u>	<u>Amount</u>
2023	\$ 3,458,100
2024	2,658,600
2025	2,697,600
2026	2,597,600
2027	1,894,200
Thereafter	3,129,100
	<u>\$ 16,435,200</u>

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE E: CONTINGENCY

Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowance of costs submitted for reimbursement by the Charter School. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE F: CONCENTRATIONS

At June 30, 2022 and 2021, approximately 100% of grants and contract receivables are due from New York State and federal agencies relating to certain grants.

During the years ended June 30, 2022 and 2021, approximately 86% and 95%, respectively of total revenue, gains, and other support came from per-pupil funding and rental assistance provided by New York State through the New York City School District. The per-pupil rate is set annually by the State based on the school district in which the Charter School's students are located.

NOTE G: RETIREMENT PLAN

The Charter School sponsors a 401(k) retirement plan (the "Plan") for its employees. All employees are immediately eligible to participate in the Plan. The Plan allows for the Charter School to make a matching contribution to the Plan. The Charter School contributed approximately \$347,000 and \$282,000 to the Plan for the years ended June 30, 2022 and 2021, respectively.

NOTE H: OPERATING LEASES

The Charter School leases office equipment under non-cancelable lease agreements at a monthly cost of approximately \$8,200 that will expire at various dates through April 2027. The future minimum payments on these agreements is approximately as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2023	\$ 98,900
2024	89,800
2025	62,400
2026	62,400
2027	48,200
	<u>\$ 361,700</u>

During fiscal 2022, an existing lease for certain office equipment was bought out by a new vendor who provided a cash lease incentive to the Charter School. The deferred lease incentive associated with this buyout will be amortized over the remaining life of the prior lease and is included in deferred lease incentive on the accompanying statement of financial position as of June 30, 2022. Approximately \$38,000 and \$26,000 is expected to be recognized for the years ending June 30, 2023 and 2024, respectively.

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE I: FUNCTIONAL EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. All expenses that are allocated to more than one program or supporting function are allocated on the basis of estimates of time and effort.

NOTE J: DUE TO NYC DEPARTMENT OF EDUCATION

Amounts due to the NYC Department of Education represented overpayments related to lease assistance provided by the City for school facilities. These amounts consisted of \$130,027 at June 30, 2020 and was included as a liability in the accompanying statement of financial position, which was repaid in full during 2021.

NOTE K: RELATED PARTY TRANSACTIONS

Loans from related party is summarized as follows:

	<u>June 30,</u>	
	<u>2022</u>	<u>2021</u>
Restructured note payable to a Board Trustee with principal due in three annual installments of \$150,000, one installment of \$60,000, with interest at prime plus 100 basis points, which resets annually (5.75% at June 30, 2022) through July 2023.	\$ 210,000	\$ 210,000
Notes repaid in 2022	<u>-</u>	<u>150,000</u>
	210,000	360,000
Less current portion	<u>150,000</u>	<u>150,000</u>
	<u>\$ 60,000</u>	<u>\$ 210,000</u>

Annual maturities of long-term debt are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2023	\$ 150,000
2024	<u>60,000</u>
	<u>\$ 210,000</u>

The Charter School also received and repaid a note in the amount of \$350,000 to the Board Trustee during the year ended June 30, 2022.

The Charter School is related to Atmosphere Foundation, Inc. (the "Foundation") through common board representation. There were no contributions from the Foundation for the years ended June 30, 2022 and 2021.

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE L: NET ASSETS

Net assets without donor restrictions are as follows:

	June 30,	
	<u>2022</u>	<u>2021</u>
Undesignated	\$ (1,264,951)	\$ (770,697)
Invested in property and equipment	<u>2,514,152</u>	<u>1,729,435</u>
	<u>\$ 1,249,201</u>	<u>\$ 958,738</u>

NOTE M: ACCOUNTING IMPACT OF COVID-19 OUTBREAK

On January 30, 2020, the World Health Organization (“WHO”) announced a global health emergency because of a new strain of corona virus (the “COVID-19 outbreak”) and the risks to the international community as the virus spreads globally beyond its point of origin. In March 2020, the WHO classified the COVID-19 outbreak as a pandemic, based on the rapid increase in exposure globally. The full impact of the COVID-19 outbreak continues to evolve as of the date of this report. As such, it is uncertain as to the full magnitude that the pandemic will have on the Charter School’s financial condition, liquidity, and future results of operations. Management is actively monitoring the global situation on its financial condition, liquidity, operations, suppliers, industry, and workforce. Given the daily evolution of the COVID-19 outbreak and the global responses to curb its spread, the Charter School is not able to estimate the effects of the COVID-19 outbreak on its results of operations, financial condition, or liquidity for fiscal year 2023.

In response to the COVID-19 outbreak, the Federal Government passed several COVID relief acts which include funding for elementary and secondary education. The Elementary and Secondary School Emergency Relief Fund (ESSER Fund) was established to award grants to state and local educational agencies. The Charter School has recognized \$1,661,855 and \$185,467 of revenue relative to ESSER grants during the years ended June 30, 2022 and 2021, respectively. The Charter School has \$2,536,987 of ESSER grants still available through September 30, 2024 as of June 30, 2022.



**ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL**

**BRONX, NEW YORK**

**SCHEDULES REQUIRED BY  
GOVERNMENT AUDITING STANDARDS  
AND THE UNIFORM GUIDANCE**

**AND**

**INDEPENDENT AUDITOR'S REPORTS**

**JUNE 30, 2022**

## CONTENTS

<u>SCHEDULES REQUIRED BY GOVERNMENT AUDITING STANDARDS AND THE UNIFORM GUIDANCE</u>	<u>PAGE</u>
Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	3
Independent Auditor's Report on Compliance for Each Major Federal Program; Report on Internal Control over Compliance; and Report on the Schedule of Expenditures of Federal Awards in Accordance with the Uniform Guidance	5
Schedule of Expenditures of Federal Awards	8
Schedule of Findings and Questioned Costs	10

INDEPENDENT AUDITOR’S REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED  
ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE  
WITH *GOVERNMENT AUDITING STANDARDS*

Board of Trustees  
Atmosphere Academy Public Charter School

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Atmosphere Academy Public Charter School, which comprise the statement of financial position as of June 30, 2022 and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended and the related notes to the financial statements and have issued our report thereon dated October 31, 2022.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered Atmosphere Academy Public Charter School’s internal control over financial reporting (internal control) as a basis for designing procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Atmosphere Academy Public Charter School’s internal control. Accordingly, we do not express an opinion on the effectiveness of Atmosphere Academy Public Charter School’s internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Atmosphere Academy Public Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we have reported to management of Atmosphere Academy Public Charter School in a separate letter dated October 31, 2022.

### **Purpose of This Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Mengel, Metzger, Baw & Co. LLP*

Rochester, New York  
October 31, 2022

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM;  
REPORT ON INTERNAL CONTROL OVER COMPLIANCE; AND REPORT ON THE SCHEDULE OF  
EXPENDITURES OF FEDERAL AWARDS IN ACCORDANCE WITH THE UNIFORM GUIDANCE

Board of Trustees  
Atmosphere Academy Public Charter School

**Report on Compliance for Each Major Federal Program**

***Opinion on Each Major Federal Program***

We have audited Atmosphere Academy Public Charter School's compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Atmosphere Academy Public Charter School's major federal programs for the year ended June 30, 2022. Atmosphere Academy Public Charter School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Atmosphere Academy Public Charter School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

***Basis for Opinion on Each Major Federal Program***

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Atmosphere Academy Public Charter School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Atmosphere Academy Public Charter School's compliance with the compliance requirements referred to above.

### ***Responsibilities of Management for Compliance***

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Atmosphere Academy Public Charter School's federal programs.

### ***Auditor's Responsibilities for the Audit of Compliance***

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Atmosphere Academy Public Charter School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Atmosphere Academy Public Charter School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Atmosphere Academy Public Charter School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Atmosphere Academy Public Charter School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Atmosphere Academy Public Charter School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

### **Report on Internal Control Over Compliance**

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

### **Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance**

We have audited the financial statements of Atmosphere Academy Public Charter School as of and for the year ended June 30, 2022, and have issued our report thereon dated October 31, 2022, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.

*Mengel, Metzger, Baw & Co. LLP*

Rochester, New York  
October 31, 2022

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

YEAR ENDED JUNE 30, 2022

	<u>Federal AL Number</u>	<u>Pass-through Grantor's Number</u>	<u>Total Federal Expenditures</u>
U.S. Department of Education:			
<u>Passed through New York State Education Department:</u>			
Title I - Grants to Local Educational Agencies	84.010	0021	\$ 473,226
Title IIA - Supporting Effective Instruction State Grant	84.367	0147	59,570
Title IIIA - English Language Learners	84.365	0293	10,032
Title IIIA - Immigrant Education	84.365	0149	24,796
Title IV - Student Support and Academic Enrichment Program	84.424	0204	28,611
<u>Education Stabilization Funds -</u>			
ESSER I - Elementary and Secondary School Emergency Relief Fund	84.425D	5890	53,689
ESSER II - Elementary and Secondary School Emergency Relief Fund	84.425D	5891	710,653
ARP ESSER - American Rescue Plan-Elementary and Secondary School Emergency Relief	84.425U	5880	897,513
<i>Total Education Stabilization Funds</i>			<u>1,661,855</u>
TOTAL U.S. DEPARTMENT OF EDUCATION			2,258,090
Federal Communications Commission:			
<u>Passed through the Universal Service</u>			
<u>Administrative Company</u>			
Emergency Connectivity Fund Program - COVID	32009	10672618	80,804
TOTAL FEDERAL COMMUNICATIONS COMMISSION			<u>80,804</u>
TOTAL ALL PROGRAMS			<u>\$ 2,338,894</u>



ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS, Cont'd

YEAR ENDED JUNE 30, 2022

NOTE A: BASIS OF PRESENTATION

The above schedule of expenditures of federal awards includes the federal grant activity of Atmosphere Academy Public Charter School and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

NOTE B: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following, as applicable, the cost principles contained in Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

Atmosphere Academy Public Charter School has elected not to use the 10 percent de minimis indirect cost rate allowed under the Uniform Guidance.

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

YEAR ENDED JUNE 30, 2022

SUMMARY OF AUDITOR'S RESULTS

---

Financial Statements

Type of auditor's report issued:	Unmodified		
Internal control over financial reporting:			
• Material weakness (es) identified?	_____	yes	<u>  x  </u> no
• Significant deficiency(ies) identified that are not considered to be material weaknesses?	_____	yes	<u>  x  </u> none reported
Noncompliance material to financial statements noted?	_____	yes	<u>  x  </u> no

Federal Awards

Internal control over major programs:			
• Material weakness (es) identified?	_____	yes	<u>  x  </u> no
• Significant deficiency(ies) identified that are not considered to be material weaknesses?	_____	yes	<u>  x  </u> none reported

Type of auditor's report issued on compliance for major programs:	Unmodified		
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	_____	yes	<u>  x  </u> no

Identification of major program:		
<i>AL Number:</i>	<i>Name of Federal Program or Cluster:</i>	
84.425D & 84.425U	ESSER I & ESSER II & ARP ESSER	

Dollar threshold used to distinguish between type A and type B programs:	<u>  \$750,000  </u>		
Auditee qualified as low-risk auditee?	_____	yes	<u>  x  </u> no

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS, Cont'd  
YEAR ENDED JUNE 30, 2022

FINDINGS – FINANCIAL STATEMENT AUDIT

- NONE

FINDINGS AND QUESTIONED COSTS – MAJOR FEDERAL AWARD PROGRAMS AUDIT

- NONE

SCHEDULE OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS

- NONE

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

ALAN E. DILLON

**Name of Charter School Education Corporation:**

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

TRUSTEE

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If Yes, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If Yes, please describe the nature of your relationship and if this person could benefit from your participation.

Date(s)	Nature of financial interest/ transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, etc.)	Name of person holding interest or engaging in transaction and
---------	---	---	--

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

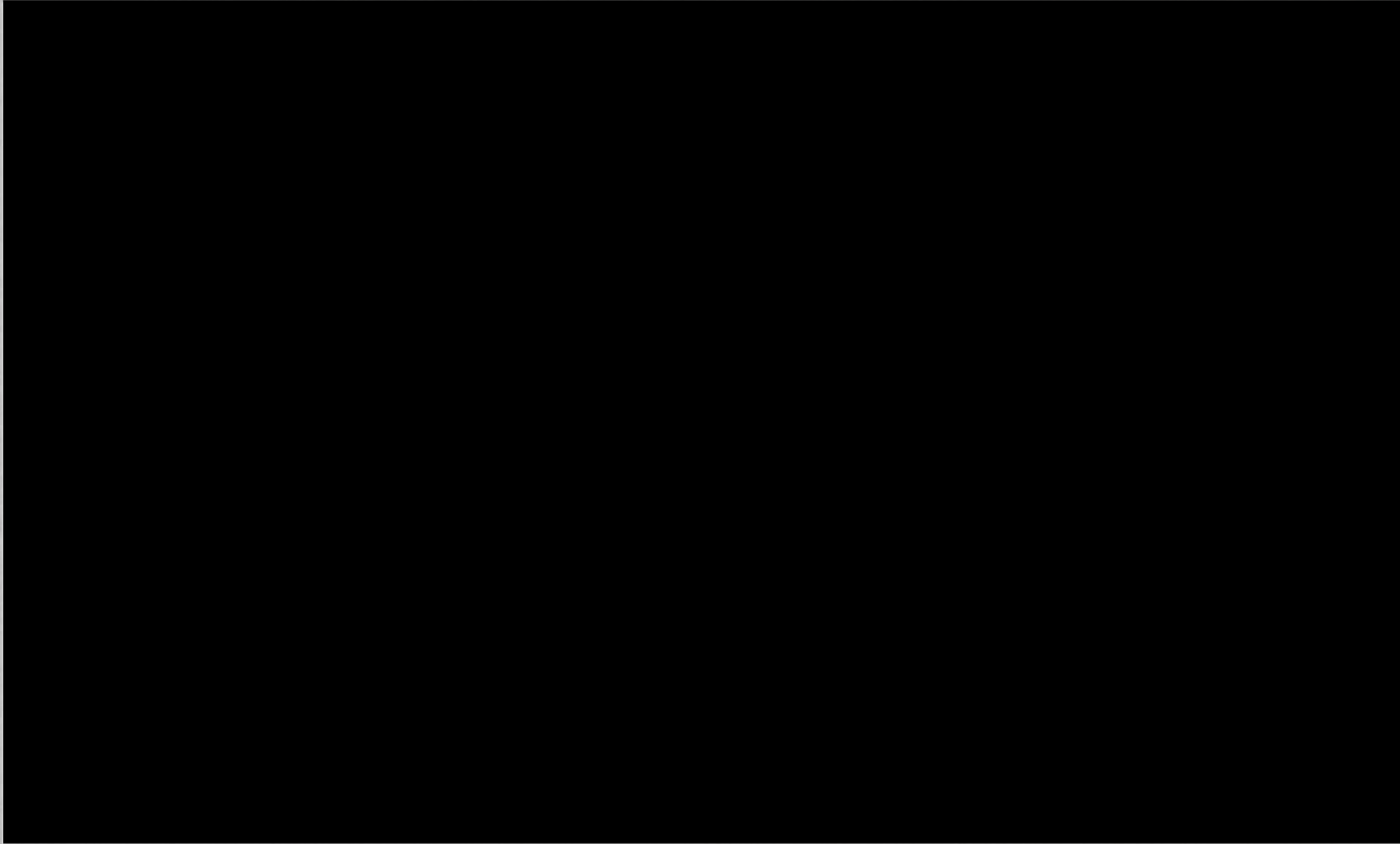
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.



Alan C. Wile

7/29/22

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022



**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Colin Greene

---

**Name of Charter School Education Corporation:**

Atmosphere Academy Public Charter Schools

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

**Yes**    **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

Jesse Greene is both a Trustee/Treasurer of the school (board member) and my father.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

**Yes**    **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

I hold the position of Chief Executive Officer. The CEO serves as the Chief Executive Officer of the educational corporation and reports to and consults with the Board on a regular basis. The CEO is the senior officer and the head of the executive team. During the 2021-2022 school year, my salary as CEO was \$261,633. I have been employed with Atmosphere Academy from January 2015 to the present.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>
7/29/22	Payment of annual interest on remaining balance of trustee loan.	I am an ex-officio trustee and cannot vote. I joined the board years after the loan was approved by the board. The interest payment on the remaining loan balance was made in accordance with the loan agreements approved by the board in 2015 and 2017, which Jesse Greene recused himself from.	Jesse Greene is a trustee of the school and my father.

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*



 7/29/22  
\_\_\_\_\_  
**Signature** **Date**

- Acceptable signature formats include:
- Digitally certified PDF signature
  - Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Jesse J. Greene, Jr.

---

**Name of Charter School Education Corporation:**

Atmosphere Academy Public Charter Schools

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee  
Board Treasurer

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

**Yes**    **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

Father of Colin J. Greene, CEO and Founder of Atmosphere Academy

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

**Yes**    **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>
Ongoing	Lender to Atmosphere for past several years. Loan Balance at end of 2021 \$210,000.	Total transparency to SUNY and Atmosphere Trustees. All loans and interest payments shown on financial statements.	Loans from Trustee Jesse Greene to Atmosphere Academy.

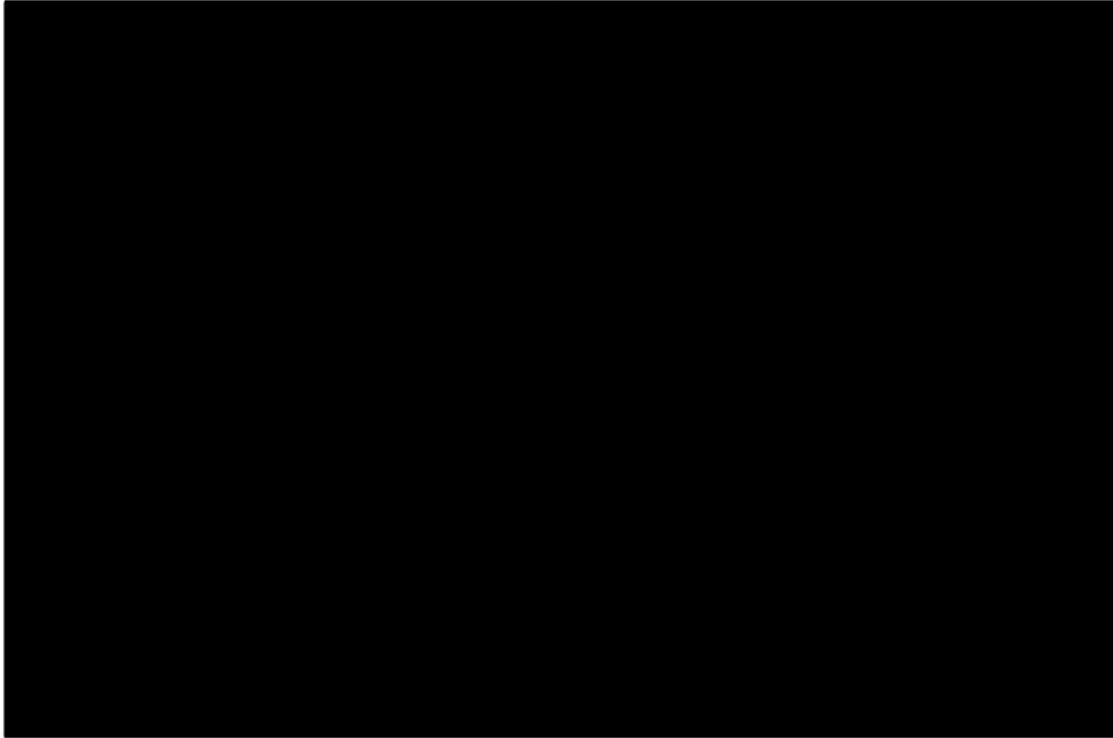


7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*



*Jesse J. Greene Jr*                      *July 7, 2022*  
\_\_\_\_\_  
**Signature**    **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

M. James Spitzer, Jr

---

**Name of Charter School Education Corporation:**

Atmosphere Academy Public Charter Schools

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If Yes, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

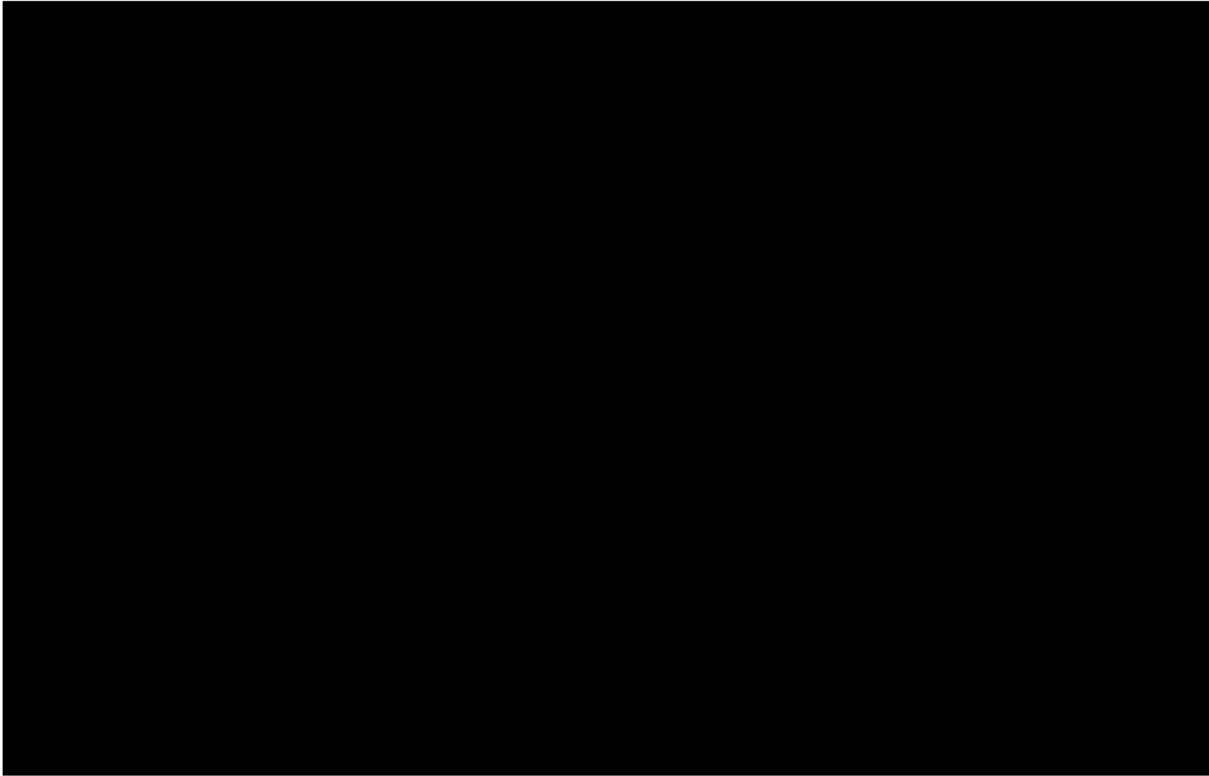
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

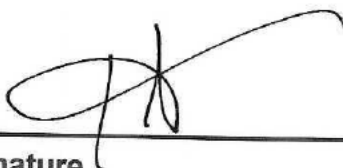
7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

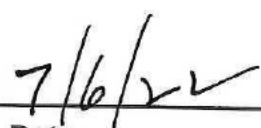
**None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*



  
\_\_\_\_\_  
Signature

  
\_\_\_\_\_  
Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Michael J. Lagas

---

**Name of Charter School Education Corporation:**

Atmosphere Academy Public Charter School

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board - Chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.



- 
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

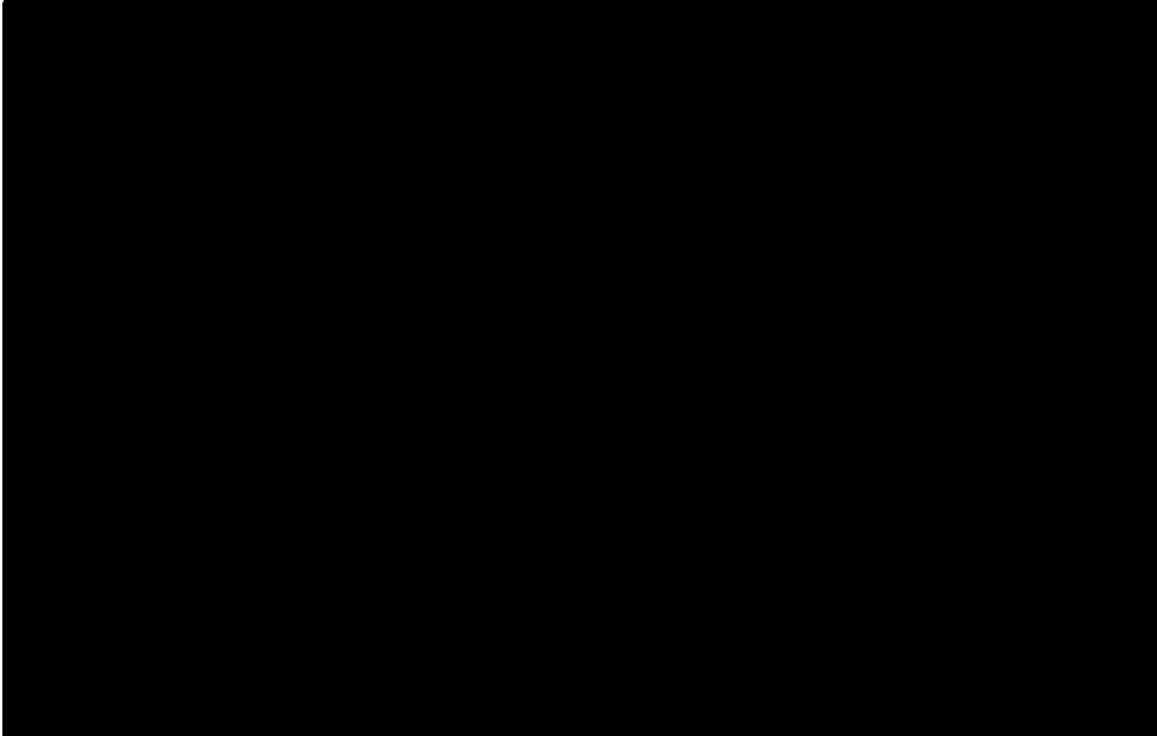
7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest</b>	<b>Steps taken to avoid conflict of interest</b>

-

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*



<i>Michael J. Lago</i>	07-11-2022
<b>Signature</b>	<b>Date</b>

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*



68 East 131 Street  
 New York, NY 10037  
 Phone: (212) 534-0915 | Fax: (212) 281-2068  
[www.expertfiresprinkler.com](http://www.expertfiresprinkler.com)  
[admin@expertfiresprinkler.com](mailto:admin@expertfiresprinkler.com)  
 LIC # 000474B

*120 water  
125 pump*

**FIRE SPRINKLER SYSTEM INSPECTIONS REPORT**

Building Address: Sarsen Realty-22 Marble Street, Bronx, NY 10463  
 Contact person: (Natalia Tavarez) 646-342-9384 or email: [ntavarez@atmosphereacademy.org](mailto:ntavarez@atmosphereacademy.org)

TYPE OF SYSTEM: WET  STANDPIPE  DRY  COMBO

MONTHLY INSPECTION: YES  NO  N/A

DATE OF INSPECTION: May 27, 2022

Monthly Inspections:

1. **Control Valves:**

Comment on all "NO" Answers

- Is control valve open?  Yes  No \_\_\_\_\_
- Are chains and lock or tamper switch in good condition  N/A  Yes  No \_\_\_\_\_
- Painted or Corroded sprinkler heads?  Yes  No \_\_\_\_\_
- Main Drain?  Yes  No \_\_\_\_\_
- Inspectors test valve?  Yes  No \_\_\_\_\_
- Siamese connection?  Yes  No \_\_\_\_\_
- Drain valve?  Yes  No \_\_\_\_\_
- Ball Drip valve?  Yes  No \_\_\_\_\_
- Curb Box?  Yes  No \_\_\_\_\_

2. OS&Y Valve (Choose One)  Tamper Switch  Chain and Lock

3. **Gauges:**

- Are gauges showing pressure?  Yes  No \_\_\_\_\_
- Do gauges appear to be in good condition?  Yes  No \_\_\_\_\_

4. **Spared sprinkler box:**

- Does the box have sprinkler heads in it?  Yes  No \_\_\_\_\_
- Does the box have a sprinkler wrench?  Yes  No GL, key wrench

5. **Alarm System:**

- Is alarm visible?  Yes  No \_\_\_\_\_
- Central Alarm system  Local Alarm

6. **Signs**

- Are signs in place?  Yes  No \_\_\_\_\_

Customer: Print Name: ANIBA VILLANUEVA Signature: [Signature]



68 East 131 Street  
 New York, NY 10037  
 Phone: (212) 534-0915 | Fax: (212) 281-2068  
[www.expertfiresprinkler.com](http://www.expertfiresprinkler.com)  
[admin@expertfiresprinkler.com](mailto:admin@expertfiresprinkler.com)  
 LIC # 000474B

**FIRE SPRINKLER SYSTEM INSPECTIONS REPORT**

Building Address: Sarsen Realty-22 Marble Street, Bronx, NY 10463  
 Contact person: (Natalia Tavarez) 646-342-9384 or email: [ntavarez@atmosphereacademy.org](mailto:ntavarez@atmosphereacademy.org)

TYPE OF SYSTEM: WET  STANDPIPE  DRY  COMBO   
 MONTHLY INSPECTION: YES  NO  N/A   
 DATE OF INSPECTION: April 26, 2022

Monthly Inspections:

1. **Control Valves:**

Comment on all "NO" Answers

- Is control valve open?  Yes  No \_\_\_\_\_
- Are chains and lock or tamper switch in good condition  N/A  Yes  No \_\_\_\_\_
- Painted or Corroded sprinkler heads?  Yes  No \_\_\_\_\_
- Main Drain?  Yes  No \_\_\_\_\_
- Inspectors test valve?  Yes  No \_\_\_\_\_
- Siamese connection?  Yes  No \_\_\_\_\_
- Drain valve?  Yes  No \_\_\_\_\_
- Ball Drip valve?  Yes  No \_\_\_\_\_
- Curb Box?  Yes  No \_\_\_\_\_

2. OS&Y Valve (Choose One)  Tamper Switch  Chain and Lock

3. **Gauges:**

- Are gauges showing pressure?  Yes  No \_\_\_\_\_
- Do gauges appear to be in good condition?  Yes  No \_\_\_\_\_

4. **Spared sprinkler box:**

- Does the box have sprinkler heads in it?  Yes  No \_\_\_\_\_
- Does the box have a sprinkler wrench?  Yes  No \_\_\_\_\_

5. **Alarm System:**

- Is alarm visible?  Yes  No \_\_\_\_\_
- Central Alarm system  Local Alarm

6. **Signs**

- Are signs in place?  Yes  No \_\_\_\_\_

Customer: Print Name: Anibal Villanueva Signature: A. Villanueva

# Form for Inspection, Testing and Maintenance of Fire Pumps



This form covers the minimum requirements of NFPA 25-2002 for centrifugal fire pumps with diesel engines or electric motors for drivers. Separate forms are available for inspection, testing and maintenance of the rest of the fire protection system of which the pump is a part. More frequent inspection, testing and maintenance may be necessary depending on the conditions of the occupancy and the water supply. The work covered on this form is (check one):  Monthly  Quarterly  Semiannual  Annual

Owner: \_\_\_\_\_ Owner's Phone Number: \_\_\_\_\_

Owner's Address: \_\_\_\_\_

Property Being Evaluated: \_\_\_\_\_

Property Address: \_\_\_\_\_

Date of Work: 4/26/22 All responses refer to the current work (inspection, testing and maintenance) performed on this date.

Notes: 1) All questions are to be answered Yes, No, or Not Applicable. All "No" answers are to be explained in Part III of this form.  
2) Inspection, Testing and Maintenance are to be performed with water supplies (including fire pumps) in service, unless the impairment procedures of Chapter 14 of NFPA 25 are followed.

## Part I – Owner's Section

- A. Is the fire pump in service?  Yes  No
- B. Has the pump remained in service since the last inspection?  Yes  No
- C. Was the system (of which the pump is a part) free of actuation of devices or alarms since the last inspection?  Yes  No

Note to owner: periodic tests of transfer switches and emergency generators may be necessary in accordance with NFPA 110 but are not a part of this form.

Owner or Representative (print name) \_\_\_\_\_ Signature and Date \_\_\_\_\_

## B. Testing

Report any failures on Part III of this form.

### 1. Weekly Tests

- a. Pump started automatically?  Yes  No  N/A
- b. Record starting pressure: 130 psi
- c. Electric motor driven pump run for 10 min?  Yes  No  N/A
- d. Diesel engine driven pump run for 30 min?  Yes  No  N/A
- e. Record suction \_\_\_\_\_ and discharge \_\_\_\_\_ pressure while running
- f. Packing gland showing slight discharge?  Yes  No  N/A  
*Adjust if necessary.*
- g. Packing boxes, bearings and pump casing free from overheating?  Yes  No  N/A

- h. Time for engine/motor to reach full speed: \_\_\_\_\_
- i. For automatic stop controllers, record time pump runs after starting: \_\_\_\_\_

- j. Electric motor driven pumps with reduced voltage or reduced current starting, record the time the controller is in the first step: \_\_\_\_\_

- k. Diesel Engine Driven Pumps:
  - 1. Record time for engine to crank: \_\_\_\_\_
  - 2. All indicators (engine oil pressure, speed, water and oil temperature) reading normal?  Yes  No  N/A
  - 3. Water flowing from heat exchanger?  Yes  No  N/A

- 1. All above times and pressures acceptable?  Yes  No  N/A

### 2. Annual Tests (in addition to above items)

Annual pump test was run using the following method: (check one)

- Method A – discharge of water through flow streams. Flow readings taken at each hose stream.
- Method B – discharge through bypass flow meter to drain or suction reservoir. Flow readings taken by flow meter.
- Method C – discharge through bypass flow meter directly returned to pump suction. Flow readings taken by flow meter.

Note: at least once every three years, method A or B must be used.

Pump Test Results Table

	No Flow	Rated Flow	Peak Flow
Suction Pressure			
Discharge Pressure			
Flow	Not Applicable		
Electric Voltage and Current	Not Applicable		
Pump Speed			

## Part II – Inspector's Section

### A. Inspections – All to be performed weekly

- 1. Pump house/room proper temperature?  Yes  No  N/A
- 2. Ventilating louvers free to operate?  Yes  No  N/A
- 3. Suction, discharge and bypass valves open?  Yes  No  N/A
- 4. Piping free from leaks?  Yes  No  N/A
- 5. Suction and system pressure gages normal?  Yes  No  N/A
- 6. Suction reservoir, if provided, full?  Yes  No  N/A
- 7. Electric Motor Driven Pumps:
  - a. Controller indicating power on?  Yes  No  N/A
  - b. Transfer switch indicating normal situation?  Yes  No  N/A
  - c. Isolation switch closed?  Yes  No  N/A
  - d. Reverse phase indicator off or normal phase rotation indicator on?  Yes  No  N/A
- 8. Diesel Engine Driven Pumps:
  - a. Fuel tank at least two-thirds full?  Yes  No  N/A
  - b. Controller selector switch in Auto position?  Yes  No  N/A
  - c. Battery voltage & charger readings normal?  Yes  No  N/A
  - d. Battery indicators on/failure indicators off?  Yes  No  N/A
  - e. All alarm indicators off?  Yes  No  N/A
- f. Record engine running time meter reading:
  - Is this appropriately higher than previous?  Yes  No  N/A
- g. Oil level in right angle gear drive normal?  Yes  No  N/A
- h. Oil level in crank case normal?  Yes  No  N/A
- i. Cooling water level normal?  Yes  No  N/A
- j. Electrolyte level in batteries normal?  Yes  No  N/A
- k. Battery terminals free from corrosion?  Yes  No  N/A
- l. water-jacket heater operating?  Yes  No  N/A
- 9. Circulation relief valve flowing water while pump churns?  Yes  No  N/A
- 10. Pressure relief valves operating with proper pressure downstream while pump is operational?  Yes  No  N/A



68 East 131 Street  
 New York, NY 10037  
 Phone: (212) 534-0915 | Fax: (212) 281-2068  
 www.expertfiresprinkler.com  
 admin@expertfiresprinkler.com  
 LIC # 000474B

120  
 128

**FIRE SPRINKLER SYSTEM INSPECTIONS REPORT**

Building Address: Sarsen Realty-22 Marble Street, Bronx, NY 10463  
 Contact person: (Natalia Tavarez) 646-342-9384 or email: ntavarez@atmosphereacademy.org

TYPE OF SYSTEM: WET  STANDPIPE  DRY  COMBO

MONTHLY INSPECTION: YES  NO  N/A

DATE OF INSPECTION: March 29, 2022

Monthly Inspections:

1. **Control Valves:**

Comment on all "NO" Answers

- Is control valve open?  Yes  No \_\_\_\_\_
- Are chains and lock or tamper switch in good condition  N/A  Yes  No \_\_\_\_\_
- Painted or Corroded sprinkler heads?  Yes  No \_\_\_\_\_
- Main Drain?  Yes  No \_\_\_\_\_
- Inspectors test valve?  Yes  No \_\_\_\_\_
- Siamese connection?  Yes  No \_\_\_\_\_
- Drain valve?  Yes  No \_\_\_\_\_
- Ball Drip valve?  Yes  No \_\_\_\_\_
- Curb Box?  Yes  No \_\_\_\_\_

2. OS&Y Valve (Choose One)  Tamper Switch  Chain and Lock

3. **Gauges:**

- Are gauges showing pressure?  Yes  No \_\_\_\_\_
- Do gauges appear to be in good condition?  Yes  No \_\_\_\_\_

4. **Spared sprinkler box:**

- Does the box have sprinkler heads in it?  Yes  No \_\_\_\_\_
- Does the box have a sprinkler wrench?  Yes  No \_\_\_\_\_

5. **Alarm System:**

- Is alarm visible?  Yes  No \_\_\_\_\_
- Central Alarm system  Local Alarm

6. **Signs**

- Are signs in place?  Yes  No \_\_\_\_\_

Customer: Print Name: Anibal Villanueva Signature: A. Villanueva





68 East 131 Street  
New York, NY 10037  
Phone: (212) 534-0915 | Fax: (212) 281-2068  
[www.expertfiresprinkler.com](http://www.expertfiresprinkler.com)  
[admin@expertfiresprinkler.com](mailto:admin@expertfiresprinkler.com)  
LIC # 000474B

**FIRE SPRINKLER SYSTEM INSPECTIONS REPORT**

Building Address: Sarsen Realty-22 Marble street, Bronx, NY 10463  
Contact person: (natalia tarez) 646-342-9384 or email: [ntavarez@atmosphereacademy.org](mailto:ntavarez@atmosphereacademy.org)

TYPE OF SYSTEM: WET  DRY   
MONTHLY INSPECTION: YES  NO  N/A   
DATE OF INSPECTION: Feb 18, 2022

Monthly Inspections:

1. **Control Valves:**

Comment on all "NO" Answers

- Is control valve open?  Yes  No \_\_\_\_\_
- Are chains and lock or tamper switch in good condition  N/A  Yes  No \_\_\_\_\_
- Painted or Corroded sprinkler heads?  Yes  No \_\_\_\_\_
- Main Drain?  Yes  No \_\_\_\_\_
- Inspectors test valve?  Yes  No \_\_\_\_\_
- Siamese connection?  Yes  No \_\_\_\_\_
- Drain valve?  Yes  No \_\_\_\_\_
- Ball Drip valve?  Yes  No \_\_\_\_\_
- Curb Box?  Yes  No \_\_\_\_\_

2. OS&Y Valve (Choose One)  Tamper Switch  Chain and Lock

3. **Gauges:**

- Are gauges showing pressure?  Yes  No \_\_\_\_\_
- Do gauges appear to be in good condition?  Yes  No \_\_\_\_\_

4. **Spared sprinkler box:**

- Does the box have sprinkler heads in it?  Yes  No \_\_\_\_\_
- Does the box have a sprinkler wrench?  Yes  No \_\_\_\_\_

5. **Alarm System:**

- Is alarm visible?  Yes  No \_\_\_\_\_
- Central Alarm system  Local Alarm

6. **Signs**

- Are signs in place?  Yes  No \_\_\_\_\_

Customer: Print Name: A. Villanueva Signature: A. Villanueva



68 East 131 Street  
 New York, NY 10037  
 Phone: (212) 534-0915 | Fax: (212) 281-2068  
 www.expertfiresprinkler.com  
 admin@expertfiresprinkler.com  
 LIC # 000474B

*Prop 125 PFF*  
*120 PFF*

**FIRE SPRINKLER SYSTEM INSPECTIONS REPORT**

Building Address: Sarsen Realty-22 Marble street, Bronx, NY 10463  
 Contact person: (natalia tavarez) 646-342-9384 or email: ntavarez@atmosphereacademy.org

TYPE OF SYSTEM: WET  DRY  COMBO   
 MONTHLY INSPECTION: YES  NO  N/A   
 DATE OF INSPECTION: January 18, 2021  
 TIME IN : TIME OUT

Monthly Inspections:

1. **Control Valves:**

Comment on all "NO" Answers

- Is control valve open?  Yes  No \_\_\_\_\_
- Are chains and lock or tamper switch in good condition  N/A  Yes  No \_\_\_\_\_
- Painted or Corroded sprinkler heads?  Yes  No \_\_\_\_\_
- Main Drain?  Yes  No \_\_\_\_\_
- Inspectors test valve?  Yes  No \_\_\_\_\_
- Siamese connection?  Yes  No \_\_\_\_\_
- Drain valve?  Yes  No \_\_\_\_\_
- Ball Drip valve?  Yes  No \_\_\_\_\_
- Curb Box?  Yes  No \_\_\_\_\_

2. OS&Y Valve (Choose One)  Tamper Switch  Chain and Lock

3. **Gauges:**

- Are gauges showing pressure?  Yes  No \_\_\_\_\_
- Do gauges appear to be in good condition?  Yes  No \_\_\_\_\_

4. **Spared sprinkler box:**

- Does the box have sprinkler heads in it?  Yes  No \_\_\_\_\_
- Does the box have a sprinkler wrench?  Yes  No \_\_\_\_\_

5. **Alarm System:**

- Is alarm visible?  Yes  No \_\_\_\_\_
- Central Alarm system  Local Alarm

6. **Signs**

- Are signs in place?  Yes  No \_\_\_\_\_

Customer: Print Name: Anibal Villanueva Signature: A. Villa  
 347-546 2318

PREMISES: 5959 Broadway Bronx NY 10463

THIS STANDPIPE SYSTEM INSPECTED MONTHLY BY



YOU ARE SAFE!



68 East 131 Street, New York, NY 10037  
 Phone: (212) 534-0915 | Fax: (212) 281-2068  
 admin@expertfiresprinkler.com

Fire Sprinkler and Fire Standpipe Specialists

WE CORRECT ALL FIRE DEPARTMENT VIOLATIONS

For Repairs or In Case of Emergency, Call (212) 534-0915 Or (855) 89WATER

Inspector	TASHIYA PORTEOUS	Inspector	OGUZHAN EGILMEZ
City-Wide Certificate No.	86328275 (S13)	City-Wide Certificate No.	90369349 (S13)
Expires:	MARCH 09 <sup>TH</sup> 2024	Expires:	MAY 05 <sup>TH</sup> 2022

MONTH	CAPS	HOSE & NOZZLE	BALL FLOAT	FILL LINE	GRAVITY TANK	HIGH AND LOW ALARM	OVER FLOW RELEASE VALVE	SIAMESE CONNECTION(S)	GPM	PUMP PRESSURE	INITIAL NOTES
JANUARY	1/18/22 NO	N/A	N/A	N/A	N/A	N/A	N/A	yes	500	133 PSI	T.P
FEBRUARY	2/15/22 NO	N/A	N/A	N/A	N/A	N/A	N/A	yes	500	136 PSI	T.P
MARCH	3/24/22 NO	N/A	N/A	N/A	N/A	N/A	N/A	yes	500	138 PSI	T.P
APRIL	4/26/22 NO	N/A	N/A	N/A	N/A	N/A	N/A	yes	500	131 PSI	T.P
MAY	5/27/22 NO	N/A	N/A	N/A	N/A	N/A	N/A	yes	500	133 PSI	T.P
JUNE	6/30/22 NO	N/A	N/A	N/A	N/A	N/A	N/A	yes	500	135 PSI	T.P
JULY											
AUGUST											
SEPTEMBER											
OCTOBER											
NOVEMBER											
DECEMBER											

**WARNING:** Do not deface or remove this card. Do not make any repairs or alternations to this system without notifying this office.

PREMISES: 5959 Broadway Bronx NY 10463

THIS STANDPIPE SYSTEM INSPECTED MONTHLY BY



YOU ARE SAFE!



68 East 131 Street, New York, NY 10037  
 Phone: (212) 534-0915 | Fax: (212) 281-2068  
 admin@expertfiresprinkler.com

Fire Sprinkler and Fire Standpipe Specialists

WE CORRECT ALL FIRE DEPARTMENT VIOLATIONS

For Repairs or In Case of Emergency, Call (212) 534-0915 or (855) 89WATER

Inspector	TASHIYA PORTEOUS	Inspector	OGUZHAN EGILMEZ
City-Wide Certificate No.	86328275 (S13)	City-Wide Certificate No.	90369349 (S13)
Expires:	MARCH 09 <sup>TH</sup> 2024	Expires:	MAY 05 <sup>TH</sup> 2022

MONTH	CAPS	HOSE & NOZZLE	BALL FLOAT	FILL LINE	GRAVITY TANK	HIGH AND LOW ALARM	OVER FLOW RELEASE VALVE	SIAMESE CONNECTION(S)	GPM	PUMP PRESSURE	INITIAL NOTES
FEBRUARY	15/21 yes	no	n/a	n/a	n/a	n/a	n/a	yes	500	124 PSI	T.P
MARCH	4/21 yes	no	n/a	n/a	n/a	n/a	n/a	yes	500	128 PSI	T.P
APRIL	23/21 yes	no	n/a	n/a	n/a	n/a	n/a	yes	500	135 PSI	T.P
MAY	11/21 yes	no	n/a	n/a	n/a	n/a	n/a	yes	500	128 PSI	T.P
JUNE	9/21 yes	no	n/a	n/a	n/a	n/a	n/a	yes	500	141 PSI	T.P
JULY	9/21 yes	no	n/a	n/a	n/a	n/a	n/a	yes	500	133 PSI	T.P
AUGUST	8/21 yes	no	n/a	n/a	n/a	n/a	n/a	yes	500	132 PSI	T.P
SEPTEMBER	9/21 yes	no	n/a	n/a	n/a	n/a	n/a	yes	500	133 PSI	T.P
OCTOBER	10/21 yes	no	n/a	n/a	n/a	n/a	n/a	yes	500	128 PSI	T.P
NOVEMBER	11/21 yes	no	n/a	n/a	n/a	n/a	n/a	yes	500	138 PSI	T.P
DECEMBER	yes	no	n/a	n/a	n/a	n/a	n/a	yes	500	123 PSI	T.P
JANUARY	11/21 yes	no	n/a	n/a	n/a	n/a	n/a	yes	500	133 PSI	T.P

**WARNING:** Do not deface or remove this card. Do not make any repairs or alternations to this system without notifying this office.

PREMISES: 5959 Broadway Bronx NY 10463

THIS STANDPIPE SYSTEM INSPECTED MONTHLY BY



YOU ARE SAFE!



68 East 131 Street, New York, NY 10037  
 Phone: (212) 534-0915 | Fax: (212) 281-2068  
 admin@expertfiresprinkler.com

Fire Sprinkler and Fire Standpipe Specialists

WE CORRECT ALL FIRE DEPARTMENT VIOLATIONS

For Repairs or In Case of Emergency, Call (212) 534-0915 or (855) 89WATER

Inspector	TASHIYA PORTEOUS	Inspector	PATRICK HINDS
City-Wide Certificate No.	86328275 (S13)	City-Wide Certificate No.	89699870 (S13)
Expires:	MARCH 09 <sup>TH</sup> 2021	Expires:	MAY 07 <sup>TH</sup> 2021

MONTH	CAPS	HOSE & NOZZLE	BALL FLOAT	FILL LINE	GRAVITY TANK	HIGH AND LOW ALARM	OVER FLOW RELEASE VALVE	SIAMESE CONNECTION(S)	GPM	PUMP PRESSURE	INITIAL NOTES
FEBRUAR 27/20	yes	no	n/a	n/a	n/a	n/a	n/a	yes	500	135 PSI	T.P
MARCH 31/20	yes	no	n/a	n/a	n/a	n/a	n/a	yes	500	128 PSI	T.P
APRIL 29/20	yes	no	n/a	n/a	n/a	n/a	n/a	yes	502	124 PSI	T.P
MAY 14/20	yes	no	n/a	n/a	n/a	n/a	n/a	yes	500	130 PSI	T.P
JUNE 1/20	yes	no	n/a	n/a	n/a	n/a	n/a	yes	500	136 PSI	T.P
JULY 6/20	yes	no	n/a	n/a	n/a	n/a	n/a	yes	500	137 PSI	T.P
AUGUST 17/20	yes	no	n/a	n/a	n/a	n/a	n/a	yes	500	129 PSI	T.P
SEPTEMBER 21/20	yes	no	n/a	n/a	n/a	n/a	n/a	yes	500	124 PSI	T.P
OCTOBER 26/20	yes	no	n/a	n/a	n/a	n/a	n/a	yes	500	127 PSI	T.P
NOVEMBER 19/20	yes	no	n/a	n/a	n/a	n/a	n/a	yes	500	123 PSI	T.P
DECEMBER 21/20	yes	no	n/a	n/a	n/a	n/a	n/a	yes	500	128 PSI	T.P
JANUARY 29/21	yes	no	n/a	n/a	n/a	n/a	n/a	yes	500	124 PSI	T.P

**WARNING:**

Do not deface or remove this card. Do not make any repairs or alternations to this system without notifying this office.

PREMISES: 5959 BROADWAY BRONX NY 10463

THIS STANDPIPE SYSTEM INSPECTED MONTHLY BY



YOU ARE SAFE!

68 East 131 Street, New York, NY 10037  
 Phone: (212) 534-0915 | Fax: (212) 281-2068  
 admin@expertfiresprinkler.com

Fire Sprinkler and Fire Standpipe Specialists

WE CORRECT ALL FIRE DEPARTMENT VIOLATIONS

For Repairs or In Case of Emergency, Call (212) 534-0915 Or (855) 89WATER

Inspector	TASHIYA PORTEOUS	Inspector	PATRICK HINDS
City-Wide Certificate No.	86328275 (S13)	City-Wide Certificate No.	89699870 (S13)
Expires:	MARCH 09 <sup>TH</sup> 2021	Expires:	MAY 07 <sup>TH</sup> 2021

MONTH	CAPS	HOSE & NOZZLE	BALL FLOAT	FILL LINE	GRAVITY TANK	HIGH AND LOW ALARM	OVER FLOW RELEASE VALVE	SIAMESE CONNECTION(S)	GPM	PUMP PRESSURE	INITIAL NOTES
FEBRUARY	5/9 yes	NO	N/A	N/A	N/A	N/A	N/A	yes	500	139 PSI	T.P
MARCH	14/9 yes	no	N/A	N/A	N/A	N/A	N/A	yes	500	140 PSI	T.P
APRIL	15/9 yes	NO	N/A	N/A	N/A	N/A	N/A	yes	500	140 PSI	T.P
MAY	16/9 yes	no	N/A	N/A	N/A	N/A	N/A	yes	500	121 PSI	T.P
JUNE	14/9 yes	no	N/A	N/A	N/A	N/A	N/A	yes	500	151 PSI	T.P
JULY	11/9 yes	no	N/A	N/A	N/A	N/A	N/A	yes	500	133 PSI	T.P
AUGUST	26/9 yes	no	N/A	N/A	N/A	N/A	N/A	yes	500	125 PSI	T.P
SEPTEMBER	23/9 yes	no	N/A	N/A	N/A	N/A	N/A	yes	500	131 PSI	T.P
OCTOBER	22/9 yes	no	N/A	N/A	N/A	N/A	N/A	yes	500	128 PSI	T.P
NOVEMBER	20/9 yes	no	N/A	N/A	N/A	N/A	N/A	yes	500	130 PSI	T.P
DECEMBER	5/9 yes	no	N/A	N/A	N/A	N/A	N/A	yes	500	127 PSI	T.P
JANUARY	16/2020 yes	no	N/A	N/A	N/A	N/A	N/A	yes	500	131 PSI	T.P

**WARNING:**

Do not deface or remove this card. Do not make any repairs or alternations to this system without notifying this office.

PREMISES: 5959 Broadway Bronx, NY 10463

THIS SPRINKLER SYSTEM INSPECTED MONTHLY BY



68 East 131 Street, New York, NY 10037  
 Phone: (212) 534-0915 | Fax: (212) 281-2068  
[info@expertfiresprinkler.com](mailto:info@expertfiresprinkler.com)

Fire Sprinkler and Fire Standpipe Specialists

WE CORRECT ALL FIRE DEPARTMENT VIOLATIONS

For Repairs or In Case of Emergency, Call (212) 534-0915

Inspector: SHAWN BEALÉ	Inspector: Tashya Porteous	Inspector: ERIC A REYNOLDS
City-Wide Certificate No: 91098626 (S12)	City-Wide Certificate No: 86246576 (S12)	City-Wide Certificate No: 91049742 (S12)
Expire: DECEMBER 02, 2023	Expire: MARCH 09, 2024	Expire: NOVEMBER 23, 2023

MONTH	VALVES IN OPEN POSITION	EXTRA SPK HEADS	ARE SIGNS IN PLACE	CONDITION OF SPK PIPING	CONDITION OF SPK HEADS	SIAMESE CONNECTION	ALARM DEVICE	WATER PRESSURE	GPM	PUMP PRESSURE	INITIAL NOTES	DATE
MARCH	yes	no	yes	Good	Good	yes	yes	50 PSI	500	130 PSI	T.P	3/23/22
APRIL	yes	no	yes	Good	Good	yes	yes	40 PSI	500	131 PSI	T.P	4/16/22
MAY	yes	no	yes	Good	Good	yes	yes	50 PSI	500	133 PSI	T.P	5/27/22
JUNE	yes	no	yes	Good	Good	yes	yes	50 PSI	500	135 PSI	T.P	6/20/22
JULY												
AUGUST												
SEPTEMBER												
OCTOBER												
NOVEMBER												
DECEMBER												
JANUARY												
FEBRUARY												

**WARNING:** Do not deface or remove this card. Do not make any repairs or alternations to this system without notifying this office.

PREMISES: 5159 Broadway Bronx NY 10463

**THIS COMPACTOR SYSTEM INSPECTED MONTHLY BY**



68 East 131 Street, New York, NY 10037  
 Phone: (212) 534-0915 | Fax: (212) 281-2068  
[admin@expertfiresprinkler.com](mailto:admin@expertfiresprinkler.com)

Fire Sprinkler and Fire Standpipe Specialists

**WE CORRECT ALL FIRE DEPARTMENT VIOLATIONS**

For Repairs or In Case of Emergency, Call (212) 534-0915

Inspector: SHAWN BEALE	Inspector: Tashiya Porteous	Inspector: ERIC A REYNOLDS
City-Wide Certificate No: 91058628 (S12)	City-Wide Certificate No: 86246576 (S12)	City-Wide Certificate No: 91049742 (S12)
Expire: DECEMBER 02, 2023	Expire: MARCH 09, 2024	Expire: NOVEMBER 11, 2023

MONTH	SKETCH POSTED	EXTRA SPK HEADS	ARE SIGNS IN PLACE	CONDITION OF SPK PIPING	CONDITION OF SPK HEADS	INSPECTOR TEST VALVE	ALARM DEVICE	WATER PRESSURE	GPM	PUMP PRESSURE	INITIAL NOTES	DATE
DECEMBER	no	no	yes	Good	Good	yes	yes	120 PSI	500	123 PSI	T.P	12/17/21
JANUARY	no	no	yes	Good	Good	yes	yes	120 PSI	500	133 PSI	T.P	1/18/22
FEBRUARY	no	no	yes	Good	Good	yes	yes	120 PSI	500	126 PSI	T.P	2/18/22
MARCH	no	no	yes	Good	Good	yes	yes	125 PSI	500	130 PSI	T.P	3/29/22
APRIL	no	no	yes	Good	Good	yes	yes	130 PSI	500	131 PSI	T.P	4/26/22
MAY	no	no	yes	Good	Good	yes	yes	125 PSI	500	133 PSI	T.P	5/27/22
JUNE	no	no	yes	Good	Good	yes	yes	125 PSI	500	135 PSI	T.P	6/30/22
JULY												
AUGUST												
SEPTEMBER												
OCTOBER												
NOVEMBER												

**WARNING:** Do not deface or remove this card. Do not make any repairs or alternations to this system without notifying this office.



PREMISES: 5959 Broadway Bronx NY 10463

**THIS SPRINKLER SYSTEM INSPECTED MONTHLY BY**



68 East 131 Street, New York, NY 10037  
 Phone: (212) 534-0915 | Fax: (212) 281-2068  
[admin@expertfiresprinkler.com](mailto:admin@expertfiresprinkler.com)  
 Fire Sprinkler and Fire Standpipe Specialists

**WE CORRECT ALL FIRE DEPARTMENT VIOLATIONS**  
 For Repairs or In Case of Emergency, Call (212) 534-0915

Inspector: SHAWN BEALE	Inspector: Tashiya Porteous	Inspector: ERIC A REYNOLDS
City-Wide Certificate No: 91058628 (S12)	City-Wide Certificate No: 86246576 (S12)	City-Wide Certificate No: 91049742 (S12)
Expire: DECEMBER 02, 2023	Expire: MARCH 09, 2024	Expire: NOVEMBER 23, 2023

MONTH	VALVES IN OPEN POSITION	EXTRA SPK HEADS	ARE SIGNS IN PLACE	CONDITION OF SPK PIPING	CONDITION OF SPK HEADS	SIAMESE CONNECTION	ALARM DEVICE	WATER PRESSURE	GPM	PUMP PRESSURE	INITIAL NOTES	DATE
MARCH	yes	no	yes	Good	Good	yes	yes	100	500	128 PSI	T.P	3/11/21
APRIL	yes	no	yes	Good	Good	yes	yes	100	500	135 PSI	T.P	4/28/21
MAY	yes	no	yes	Good	Good	yes	yes	40 PSI	500	128 PSI	T.P	5/11/21
JUNE	yes	no	yes	Good	Good	yes	yes	50 PSI	500	141 PSI	T.P	6/19/21
JULY	yes	no	yes	Good	Good	yes	yes	50 PSI	500	133 PSI	T.P	7/9/21
AUGUST	yes	no	yes	Good	Good	yes	yes	50 PSI	500	132 PSI	T.P	8/16/21
SEPTEMBER	yes	no	yes	Good	Good	yes	yes	50 PSI	500	133 PSI	T.P	9/16/21
OCTOBER	yes	no	yes	Good	Good	yes	yes	50 PSI	500	128 PSI	T.P	10/16/21
NOVEMBER	yes	no	yes	Good	Good	yes	yes	50 PSI	500	138 PSI	T.P	11/15/21
DECEMBER	yes	no	yes	Good	Good	yes	yes	50 PSI	500	123 PSI	T.P	12/17/21
JANUARY	yes	no	yes	Good	Good	yes	yes	50 PSI	500	133 PSI	T.P	1/15/22
FEBRUARY	yes	no	yes	Good	Good	yes	yes	50 PSI	500	136 PSI	T.P	2/18/22

**WARNING:** Do not deface or remove this card. Do not make any repairs or alternations to this system without notifying this office.

PREMISES: 5959 Broadway Bronx NY 10463

**THIS COMPACTOR SYSTEM INSPECTED MONTHLY BY**



YOU ARE SAFE!



68 East 131 Street, New York, NY 10037  
 Phone: (212) 534-0915 | Fax: (212) 281-2068  
 admin@expertfiresprinkler.com

Fire Sprinkler and Fire Standpipe Specialists

**WE CORRECT ALL FIRE DEPARTMENT VIOLATIONS**

For Repairs or In Case of Emergency, Call (212) 534-0915

Inspector: SHAWN BEALE	Inspector: Tashiya Porteous	Inspector: ERIC A REYNOLDS
City-Wide Certificate No: 91058628 (S12)	City-Wide Certificate No: 86246576 (S12)	City-Wide Certificate No: 91049742 (S12)
Expire: DECEMBER 02, 2023	Expire: MARCH 09, 2021	Expire: NOVEMBER 11, 2023

MONTH	SKETCH POSTED	EXTRA SPK HEADS	ARE SIGNS IN PLACE	CONDITION OF SPK PIPING	CONDITION OF SPK HEADS	INSPECTOR TEST VALVE	ALARM DEVICE	WATER PRESSURE	GPM	PUMP PRESSURE	INITIAL NOTES	DATE
JANUARY	no	no	yes	Good	Good	yes	yes	120 PSI	500	124 PSI	T.P	1/24/21
FEBRUARY	no	no	yes	Good	Good	yes	yes	120 PSI	500	124 PSI	T.P	2/18/21
MARCH	no	no	yes	Good	Good	yes	yes	120 PSI	500	124 PSI	T.P	3/11/21
APRIL	no	no	yes	Good	Good	yes	yes	120 PSI	500	135 PSI	T.P	4/23/21
MAY	no	no	yes	Good	Good	yes	yes	130 PSI	500	128 PSI	T.P	5/14/21
JUNE	no	no	yes	Good	Good	yes	yes	120 PSI	500	141 PSI	T.P	6/9/21
JULY	no	no	yes	Good	Good	yes	yes	120 PSI	500	133 PSI	T.P	7/2/21
AUGUST	no	no	yes	Good	Good	yes	yes	120 PSI	500	132 PSI	T.P	8/11/21
SEPTEMBER	no	no	yes	Good	Good	yes	yes	120 PSI	500	133 PSI	T.P	9/16/21
OCTOBER	no	no	yes	Good	Good	yes	yes	120 PSI	500	128 PSI	T.P	10/14/21
NOVEMBER	no	no	yes	Good	Good	yes	yes	120 PSI	500	138 PSI	T.P	11/15/21
DECEMBER	no	no	yes	Good	Good	yes	yes	120 PSI	500	123 PSI	T.P	12/15/21
January	no	no	yes	Good	Good	yes	yes	120 PSI	500	133 PSI	T.P	1/18/22

WARNING:

Do not deface or remove this card. Do not make any repairs or alternations to this system without notifying this office.

PREMISES: 5959 Broadway Bronx NY 10463

**THIS SPRINKLER SYSTEM INSPECTED MONTHLY BY**



YOU ARE SAFE!



68 East 131 Street, New York, NY 10037  
 Phone: (212) 534-0915 | Fax: (212) 281-2068  
 admin@expertfiresprinkler.com

Fire Sprinkler and Fire Standpipe Specialists

**WE CORRECT ALL FIRE DEPARTMENT VIOLATIONS**

For Repairs or In Case of Emergency, Call (212) 534-0915

Inspector: Oghzhan Eglmez	Inspector: Tashiya Porteous	Inspector: Lester Porteous
City-Wide Certificate No: 90369349 (S12)	City-Wide Certificate No: 86246576 (S12)	City-Wide Certificate No: 89075337 (S12)
Expire: MAY 22, 2022	Expire: MARCH 09, 2021	Expire: MARCH 23, 2020

MONTH	VALVES IN OPEN POSITION	EXTRA SPK HEADS	ARE SIGNS IN PLACE	CONDITION OF SPK PIPING	CONDITION OF SPK HEADS	SIAMESE CONNECTION	ALARM DEVICE	WATER PRESSURE	GPM	PUMP PRESSURE	INITIAL NOTES
FEBRUARY 21/2020	yes	no	yes	Good	Good	yes	yes	65 PSI	500	135 PSI	T.P
MARCH 21/20	yes	no	yes	Good	Good	yes	yes	80 PSI	500	128 PSI	T.P
APRIL 21/20	yes	no	yes	Good	Good	yes	yes	95 PSI	500	124 PSI	T.P
MAY 14/20	yes	no	yes	Good	Good	yes	yes	100 PSI	500	130 PSI	T.P
JUNE 1/20	yes	no	yes	Good	Good	yes	yes	80 PSI	500	126 PSI	T.P
JULY 6/20	yes	no	yes	Good	Good	yes	yes	60 PSI	500	137 PSI	T.P
AUGUST 17/20	yes	no	yes	Good	Good	yes	yes	50 PSI	500	129 PSI	T.P
SEPTEMBER 14/20	yes	no	yes	Good	Good	yes	yes	86 PSI	500	124 PSI	T.P
OCTOBER 30/20	yes	no	yes	Good	Good	yes	yes	100 PSI	500	127 PSI	T.P
NOVEMBER 9/20	yes	no	yes	Good	Good	yes	yes	90 PSI	500	123 PSI	T.P
DECEMBER 21/20	yes	no	yes	Good	Good	yes	yes	90 PSI	500	128 PSI	T.P
JANUARY 21/21	yes	no	yes	Good	Good	yes	yes	100 PSI	500	124 PSI	T.P
February 15/21	yes	no	yes	Good	Good	yes	yes	100 PSI	500	128 PSI	T.P

**WARNING:**

Do not deface or remove this card. Do not make any repairs or alternations to this system without notifying this office.

**PREMISES: 5959 BROADWAY BRONX NY 10463**

**THIS SPRINKLER SYSTEM INSPECTED MONTHLY BY**



68 East 131 Street, New York, NY 10037  
 Phone: (212) 534-0915 | Fax: (212) 281-2068  
 admin@expertfiresprinkler.com

Fire Sprinkler and Fire Standpipe Specialists

**WE CORRECT ALL FIRE DEPARTMENT VIOLATIONS**

For Repairs or In Case of Emergency, Call (212) 534-0915

Inspector: Patrick G Hinds	Inspector: Tashiya Porteous	Inspector: Lester Porteous
City-Wide Certificate No: 89531818 (S12)	City-Wide Certificate No: 86246576 (S12)	City-Wide Certificate No: 89075337 (S12)
Expire: JANUARY 29, 2021	Expire: MARCH 09, 2021	Expire: MARCH 23, 2020

MONTH	VALVES IN OPEN POSITION	EXTRA SPK HEADS	ARE SIGNS IN PLACE	CONDITION OF SPK PIPING	CONDITION OF SPK HEADS	SIAMESE CONNECTION	ALARM DEVICE	WATER PRESSURE	GPM	PUMP PRESSURE	INITIAL NOTES
FEBRUARY 5/19	yes	no	no	Good	Good	yes	yes	50 PSI	500	139 PSI	T.P
MARCH 14/19	yes	no	no	Good	Good	yes	yes	50 PSI	500	140 PSI	T.P 35 AIR
APRIL 15/19	yes	no	no	Good	Good	yes	yes	50 PSI	500	140 PSI	T.P 40 AIR
MAY 16/19	yes	no	no	Good	Good	yes	yes	50 PSI	500	121 PSI	T.P 40 AIR
JUNE 14/19	yes	no	no	Good	Good	yes	yes	50 PSI	500	151 PSI	T.P 40 AIR
JULY 11/19	yes	no	no	Good	Good	yes	yes	105 PSI	500	133 PSI	T.P 40 AIR
AUGUST 26/19	yes	no	no	Good	Good	yes	yes	50 PSI	500	125 PSI	T.P 40 AIR
SEPTEMBER 23/19	yes	no	no	Good	Good	yes	yes	50 PSI	500	139 PSI	T.P 40 AIR
OCTOBER 22/19	yes	no	no	Good	Good	yes	yes	50 PSI	500	128 PSI	T.P
NOVEMBER 12/19	yes	no	no	Good	Good	yes	yes	50 PSI	500	130 PSI	T.P 35 AIR
DECEMBER 5/19	yes	no	no	Good	Good	yes	yes	50 PSI	500	127 PSI	T.P 40 AIR
JANUARY 16/2020	yes	no	yes	Good	Good	yes	yes	75 PSI	500	131 PSI	T.P 40 AIR

**WARNING:** Do not deface or remove this card. Do not make any repairs or alternations to this system without notifying this office.

*Certificate of Occupancy*

**CO Number: 200349122F**

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

<b>A.</b>	<b>Borough:</b> Bronx	<b>Block Number:</b> 05903	<b>Certificate Type:</b> Final
	<b>Address:</b> 3700 INDEPENDENCE AVENUE	<b>Lot Number(s):</b> 299	<b>Effective Date:</b> 04/26/2013
	<b>Building Identification Number (BIN):</b> 2085776	<b>Building Type:</b> Altered	
<i>For zoning lot metes &amp; bounds, please see BISWeb.</i>			
<b>B.</b>	<b>Construction classification:</b> 1-B	(1968 Code)	
	<b>Building Occupancy Group classification:</b> F-1B	(1968 Code)	
	<b>Multiple Dwelling Law Classification:</b> None		
	<b>No. of stories:</b> 3	<b>Height in feet:</b> 30	<b>No. of dwelling units:</b> 1
<b>C.</b>	<b>Fire Protection Equipment:</b> None associated with this filing.		
<b>D.</b>	<b>Type and number of open spaces:</b> None associated with this filing.		
<b>E.</b>	<b>This Certificate is issued with the following legal limitations:</b> None		
<b>Borough Comments:</b> None			



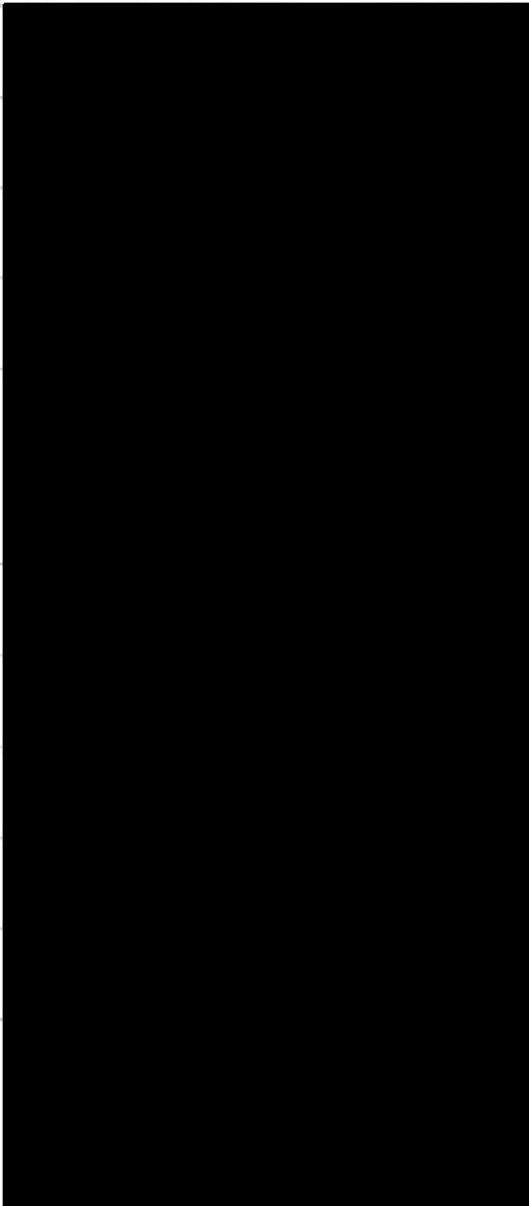
Borough Commissioner



Commissioner

*Certificate of Occupancy*

CO Number: 200349122F

Permissible Use and Occupancy						
All Building Code occupancy group designations are 1968 designations, except RES, COM, or PUB which are 1938 Building Code occupancy group designations.						
Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
CEL	286		F-1B		4	
CEL	200	OG			4C	
BAS	200	100	J-2	1	2	
BAS	190		F-1B		4	
ME Z	68	100				
001	100	60	F-1B		4	
001	570	100	F-1B		4	
001	300	100	F-1B		4	
002	0	100	F-1B		4	
002	118	100	F-1B		4	
RO F	70	100	F-1B		4	



Borough Commissioner



Commissioner

*Certificate of Occupancy*

CO Number: **200349122F**

NOTE: HIGH HOLIDAYS - CELLAR AND BASEMENT - 350 PERSONS MAX. CAPACITY FOR RELIGIOUS PURPOSE. CLASSROOMS NOT TO BE OCCUPIED CONJUNCTIVELY WITH SOCIAL HALL AND GYMNASIUM FIRE DEPARTMENT APPROVAL FOR FIRE ALARM SYSTEM  
NOTE: 2ND FLOOR DAY CARE ROOM BREAKDOWN AS FOLLOWS: ROOM #217 AKA ROOM 1 HOLDS 20 CHILDREN, ROOM #212 AKA ROOM 2 HOLDS 15 CHILDREN, ROOM #202 AKA ROOM 3 HOLDS 15 CHILDREN, ROOM 201 AKA ROOM 4 HOLD 20 CHILDREN, OFFICE 5 ADULTS, PLUS 12 ADULTS IN CLASSROOMS, LICENSED FOR UP TO 70 CHILDREN AND 17 ADULTS. ROOM #204 AKA JUNIOR CONGREGATION NO CHILDCARE OCCUPANCY

**END OF SECTION**



Borough Commissioner



Commissioner

**END OF DOCUMENT**

200349122/000 4/29/2013 11:07:54 AM



# Certificate of Occupancy

CO Number:1064672-0000005

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

<p>A. <b>Borough:</b> MANHATTAN  <b>Address:</b> 22 MARBLE HILL AVENUE  <b>Building Identification Number(BIN):</b> 1064672</p>	<p><b>Block Number:</b> 2215  <b>Lot Number(s):</b> 538  <b>Additional Lot Number(s):</b>  <b>Application Type:</b> NB - NEW BUILDING</p>	<p><b>Full Building Certificate Type:</b>  Temporary  <b>Date Issued:</b> 07/12/2022</p>
<p><b>This building is subject to this Building Code:</b> 1968</p>		
<p><b>This Certificate of Occupancy is associated with job#</b> 103402881-01</p>		
<p>B. <b>Construction Classification:</b> I-C: 2 HOUR PROTECTED  <b>Building Occupancy Group classification:</b> J2: RESIDENTIAL  <b>Multiple Dwelling Law Classification:</b> HAEA</p>		
<p><b>No.of stories:</b> 6</p>	<p><b>Height in feet:</b> 60</p>	<p><b>No.of dwelling units:</b> 34</p>
<p>C. <b>Parking Spaces and Loading Berths:</b>  Open Parking Spaces: 0  Enclosed Parking Spaces: 0  Total Loading Berths: Not available</p>		
<p>D. <b>This Certificate is issued with the following legal limitations:</b>  Restrictive Declaration: None      Zoning Exhibit: None  BSA Calendar Number(s): None      CPC Calendar Number(s): None</p>		
<p><b>Borough Comments:</b></p>		

Borough Commissioner

Commissioner





### Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type	CO Expiration Date
Cellar	E	180	OG	3a, 4		103402881	Temporary	10/10/2022
Description of Use: [REDACTED]						Exceptions:		
Cellar	R-2	30	OG	2,4	0	103402881	Temporary	10/10/2022
Description of Use: [REDACTED]						Exceptions:		
Floor 1	R-2	N/A	100	2	N/A	103402881	Temporary	10/10/2022
Description of Use: [REDACTED]						Exceptions:		
Floor 1	E	93	100	3a		103402881	Temporary	10/10/2022
Description of Use: [REDACTED]						Exceptions:		
Floor 2	E	156	100	3A		103402881	Temporary	10/10/2022
Description of Use: Edu [REDACTED]						Exceptions:		



### Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type	CO Expiration Date
Floor 3	R-2	N/A	40	2	10	103402881	Temporary	10/10/2022
Description of Use: [REDACTED]						Exceptions:		
Floor 4	R-2	N/A	40	2	10	103402881	Temporary	10/10/2022
Description of Use: [REDACTED]						Exceptions:		
Floor 5	R-2	N/A	40	2	10	103402881	Temporary	10/10/2022
Description of Use: [REDACTED]						Exceptions:		
Floor 6	R-2	N/A	40	2	4	103402881	Temporary	10/10/2022
Description of Use: [REDACTED]						Exceptions:		

**CofO Comments:** THIS CERTIFICATE OF OCCUPANCY SHALL ALSO BE CONSIDERED A CERTIFICATE OF COMPLIANCE UNDER SECTION #301 OF THE MULTIPLE DWELLING LAW,

Borough Commissioner

Commissioner



**FIRE DEPARTMENT - CITY OF NEW YORK**

**PLACE OF ASSEMBLY PERMIT**



<b>DO # 37</b>	<b>ACCOUNT NO.</b>
----------------	--------------------

<b>ISSUE DATE</b> 4/15/2022	<b>EXPIRATION DATE</b> 11/22/2022	<b>CONTROL #</b> 871109870024174
<b>PREMISES ADDRESS</b> 3700 INDEPENDENCE AVENUE BRONX NY 10463-1346		<b>BOROUGH</b> BRONX
<b>BLOCK/LOT</b> 05903/0299	<b>BIN #</b> 2085776	<b>ZIPCODE</b> 10463-1346

**ISSUED TO**  
RIVERDALE JEWISH CENTER  
  
3700 INDEPENDENCE AVENUE  
BRONX, NY 104631346

<b>CERTIFICATE OF OPERATION #</b>	<b>TYPE/DESCRIPTION</b>	<b>FLOOR NO.</b>	<b>NO. OF PERSONS</b>
	PLACE OF WORSHIP/SANCTUARY	1,MEZ	638
	GYM/PHYS CULTURAL ESTBLMT	CEL	80
	PLACE OF WORSHIP/SANCTUARY	CEL	190
	BANQUET ROOM / HALL	1	300
	PLACE OF WORSHIP/SANCTUARY	CEL	205

This permit authorizes use and occupancy of the above premises as place(s) of assembly subject to the strict observance of the New York City Fire Code and other laws, rules and regulations enacted for the protection of the public in such occupancy. This permit shall remain in effect for the period specified unless revoked by the Fire Department prior to expiration.

**BY ORDER OF THE FIRE COMMISSIONER**

THE NEW YORK CITY FIRE CODE(FC105.3.5) REQUIRES THAT PERMITS BE POSTED IN A CONSPICUOUS LOCATION ON THE PREMISES AT ALL TIMES AND BE READILY AVAILABLE FOR INSPECTION BY ANY REPRESENTATIVE OF THE DEPARTMENT. APPROVED SEATING PLANS MUST BE AVAILABLE AT THE PREMISES AT ALL TIME FOR INSPECTION BY THE FIRE DEPARTMENT.

**RIVERDALE JEWISH CENTER  
3700 INDEPENDENCE AVENUE  
BRONX, NY 104631346**



# Certificate of Occupancy

CO Number:2124471-0000003

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

<p>A. <b>Borough:</b> BRONX  <b>Address:</b> 5959 BROADWAY  <b>Building Identification Number(BIN):</b> 2124471</p>	<p><b>Block Number:</b> 5776  <b>Lot Number(s):</b> 621  <b>Additional Lot Number(s):</b>  <b>Application Type:</b> A1 - ALTERATION TYPE 1</p>	<p><b>Full Building Certificate Type:</b> Final  <b>Date Issued:</b> 10/27/2021</p>
<p><b>This building is subject to this Building Code:</b> 2014</p>		
<p><b>This Certificate of Occupancy is associated with job#</b> 220714421-01</p>		
<p>B. <b>Construction Classification:</b> II-A: 1 HOUR PROTECTED - NON-COMBUST  <b>Building Occupancy Group classification:</b> R-2 - RESIDENTIAL: APARTMENT HOUSES  <b>Multiple Dwelling Law Classification:</b> HAEA</p>		
<p><b>No.of stories:</b> 6</p>	<p><b>Height in feet:</b> 58</p>	<p><b>No.of dwelling units:</b> 72</p>
<p>C. <b>Fire Protection Equipment:</b> Fire Alarm System, Sprinkler System, Standpipe System</p>		
<p>D. <b>Parking Spaces and Loading Berths:</b>  Open Parking Spaces: Not Available.  Enclosed Parking Spaces: 36.  Total Loading Berths: Not available</p>		
<p>E. <b>This Certificate is issued with the following legal limitations:</b>  Restrictive Declaration: None      Zoning Exhibit: 2013000239846, 2013000239847  BSA Calendar Number(s): None      CPC Calendar Number(s): None</p>		
<p><b>Borough Comments:</b></p>		

Borough Commissioner

Commissioner



### Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type
Cellar	R-2	N/A	100	2B		220714421	Final
Description of Use:	[REDACTED]				Exceptions:		
Cellar	S-2	N/A	100	2B		220714421	Final
Description of Use:	[REDACTED]				Exceptions:		
Open Space	E	100	100	2B		220714421	Final
Description of Use:	[REDACTED]				Exceptions:		
Floor 1	S-2	N/A	100	2B		220714421	Final
Description of Use:	[REDACTED]				Exceptions:		
Floor 1	E	53	100	3		220714421	Final
Description of Use:	[REDACTED]				Exceptions:		
Floor 1	A-3	150	100	3A		220714421	Final
Description of Use:	[REDACTED]				Exceptions:		
Floor 1	E	119	100	3A		220714421	Final
Description of Use:	[REDACTED]				Exceptions:		
Floor 1	E	25	100	3A		220714421	Final

Description of Use:	[REDACTED]					Exceptions:	
Floor 2	E	283	100	3A		220714421	Final
Description of Use:	[REDACTED]					Exceptions:	
Floor 2	S-2	2	100	2B		220714421	Final
Description of Use:	[REDACTED]					Exceptions:	
Floor 2	R-2	N/A	100	2B		220714421	Final
Description of Use:	[REDACTED]					Exceptions:	
Floor 2	A-3	156	100	3A		220714421	Final
Description of Use:	[REDACTED]					Exceptions:	
Floor 2	A-3	100	100	3A		220714421	Final
Description of Use:	[REDACTED]					Exceptions:	
Floor 3	R-2	N/A	40	2A	18	220714421	Final
Description of Use:	[REDACTED]					Exceptions:	
Floor 4	R-2	N/A	40	2A	18	220714421	Final
Description of Use:	[REDACTED]					Exceptions:	
Floor 5	R-2	N/A	40	2A	18	220714421	Final
Description of Use:	[REDACTED]					Exceptions:	
Floor 6	R-2	N/A	40	2A	18	220714421	Final
Description of Use:	[REDACTED]					Exceptions:	

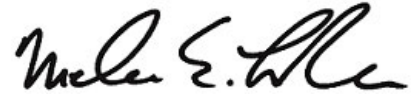
CofO Comment [REDACTED]

COMPLIANCE UNDER SECTION 301 OF MDL. THE BUILDING IS DESIGNED PURSUANT TO OPTIONAL QUALITY HOUSING.

Borough Commissioner

Handwritten signature of J. F. Sittens in black ink.

Commissioner

Handwritten signature of Michael E. White in black ink.



August 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
	Summer Recess	Summer Recess	Summer Recess	Summer Recess	Summer Recess	Summer Recess
	Algebra 1 Regents Prep (some)	Algebra 1 Regents Prep (some)	Algebra 1 Regents Prep (some)	Algebra 1 Regents Prep (some)	Algebra 1 Regents Prep (some)	
	Culture Academy (some)	Culture Academy (some)	Culture Academy (some)	Culture Academy (some)	Culture Academy (some)	
	Earth Science Regents Prep (some)	Earth Science Regents Prep (some)	Earth Science Regents Prep (some)	Earth Science Regents Prep (some)	Earth Science Regents Prep (some)	
	Summer School (some)	Summer School (some)	Summer School (some)	Summer School (some)	Summer School (some)	
<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
Summer Recess	Summer Recess	Summer Recess	Summer Recess	Summer Recess	Summer Recess	Summer Recess
	Algebra 1 Regents Prep	Algebra 1 Regents Prep	Algebra 1 Regents Prep	New Staff Orientation	New Staff Orientation	
	Leadership Professional Development	Leadership Professional Development	Leadership Professional Development	Professional Development	Professional Development	
<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
Summer Recess	Summer Recess	Summer Recess	Summer Recess	Summer Recess	Full School Day	
	Professional Development	Professional Development	Professional Development	Professional Development	Q1 Begins	
		Algebra I Regents Exam (some)	Earth Science Regents Exam (some)	<b>Summer Recess</b> June 23, 2022 - August 18, 2022		
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>
	Full School Day	Full School Day	Full School Day	Full School Day	Full School Day	
			Atmosphere Academy Board Meeting			
<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>			
	Full School Day	Full School Day	Full School Day			



September 2022



Sun

Mon

Tue

Wed

Thu

Fri

Sat

1

2

3

Full School Day

Labor Day Recess

Labor Day Recess

4

5

6

7

8

9

10

Labor Day Recess

Labor Day Recess

Full School Day

Full School Day

Full School Day

Full School Day

11

12

13

14

15

16

17

Full School Day

Full School Day

Full School Day

Full School Day

Full School Day

18

19

20

21

22

23

24

Full School Day

Full School Day

Full School Day

Full School Day

Full School Day

Back to School Night - All

25

26

27

28

29

30

Rosh Hashanah

Professional Development

Full School Day

Full School Day

Full School Day

School Closed

School Closed

Atmosphere Academy Board Meeting



# October 2022



Sun

Mon

Tue

Wed

Thu

Fri

Sat

1

2

3

4

5

6

7

8

Full School Day

Full School Day

School Closed

Full School Day

Professional Development

Yom Kippur

School Closed

9

10

11

12

13

14

15

School Closed

Professional Development

Full School Day

Full School Day

Full School Day

School Closed

16

17

18

19

20

21

22

Full School Day

Full School Day

Full School Day

Full School Day

Full School Day

23

24

25

26

27

28

29

Full School Day

Full School Day

Full School Day

Full School Day

Full School Day

Atmosphere Academy Board Meeting

30

31

Full School Day



# November 2022



Sun

Mon

Tue

Wed

Thu

Fri

Sat

1

2

3

4

5

Full School Day

Full School Day

Full School Day

Full School Day

6

7

8

9

10

11

12

Full School Day

Full School Day

Full School Day

Full School Day

School Closed

Q1 Ends

13

14

15

16

17

18

19

Full School Day

Full School Day

Full School Day

Full School Day

Full School Day

Q2 Begins

Q1 Grades Due

20

21

22

23

24

25

26

Full School Day

Professional Development

Thanksgiving Recess

Thanksgiving Recess

Thanksgiving Recess

Thanksgiving Recess

Thanksgiving Recess

27

28

29

30

Thanksgiving Recess

Full School Day

Full School Day

Full School Day

Parent-Student-Teacher  
Conferences

Parent-Student-Teacher  
Conferences

Atmosphere Academy Board  
Meeting



# December 2022



Sun

Mon

Tue

Wed

Thu

Fri

Sat

1

2

3

Full School Day

Full School Day

Atmosphere Academy Board

Meeting

4

5

6

7

8

9

10

Full School Day

Full School Day

Full School Day

Full School Day

Full School Day

11

12

13

14

15

16

17

Full School Day

Full School Day

Full School Day

Professional Development

Winter Recess

Winter Recess

Winter Recess

18

19

20

21

22

23

24

Winter Recess

Winter Recess

Winter Recess

Winter Recess

Winter Recess

Winter Recess

Winter Recess

25

26

27

28

29

30

31

Winter Recess

Winter Recess

Winter Recess

Winter Recess

Atmosphere Academy Board

Meeting

Winter Recess

Atmosphere Academy Board

Meeting

Winter Recess

Winter Recess



# January 2023



Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7

Winter Recess

Winter Recess

Full School Day

Full School Day

Full School Day

Full School Day

8

9

10

11

12

13

14

Full School Day

Full School Day

Full School Day

Full School Day

Full School Day

15

16

17

18

19

20

21

School Closed

Full School Day

Full School Day

Full School Day

Full School Day

22

23

24

25

26

27

28

Full School Day

Full School Day

Full School Day

Full School Day

Full School Day

Living Environment Regents - 9 & 10

Algebra I Regents - 9 & 10

Atmosphere Academy Board Meeting

Chemistry Regents - 9 & 10

Geometry Regents - 9 & 10

Earth Science Regents - 9 & 10

Atmosphere Academy Board Meeting

Algebra II Regents - 9 & 10

Q2 Ends

Global History & Geography Regents - 9 & 10

29

30

31

Full School Day

Full School Day

Q3 Begins



# February 2023



Sun	Mon	Tue	Wed	Thu	Fri	Sat
			<b>1</b> Full School Day	<b>2</b> Full School Day	<b>3</b> Full School Day Q2 Grades Due	<b>4</b>
<b>5</b>	<b>6</b> Full School Day	<b>7</b> Full School Day	<b>8</b> Full School Day	<b>9</b> Full School Day	<b>10</b> Full School Day	<b>11</b>
<b>12</b>	<b>13</b> Full School Day	<b>14</b> Full School Day	<b>15</b> Full School Day Parent-Student-Teacher Conferences Atmosphere Academy Board Meeting	<b>16</b> Full School Day Parent-Student-Teacher Conferences Atmosphere Academy Board Meeting	<b>17</b> Mid-Winter Recess Professional Development	<b>18</b> Mid-Winter Recess
<b>19</b> Mid-Winter Recess	<b>20</b> Mid-Winter Recess	<b>21</b> Mid-Winter Recess	<b>22</b> Mid-Winter Recess	<b>23</b> Mid-Winter Recess	<b>24</b> Mid-Winter Recess	<b>25</b> Mid-Winter Recess
<b>26</b> Mid-Winter Recess	<b>27</b> Full School Day	<b>28</b> Full School Day				

March 2023



Sun	Mon	Tue	Wed	Thu	Fri	Sat
			<b>1</b> Full School Day	<b>2</b> Full School Day	<b>3</b> Full School Day	<b>4</b>
<b>5</b>	<b>6</b> Full School Day	<b>7</b> Full School Day	<b>8</b> Full School Day	<b>9</b> Full School Day	<b>10</b> Full School Day	<b>11</b>
<b>12</b>	<b>13</b> Full School Day	<b>14</b> Full School Day Algebra Regents Midline - 8 & 9	<b>15</b> Full School Day	<b>16</b> Full School Day	<b>17</b> Full School Day	<b>18</b>
<b>19</b>	<b>20</b> Full School Day	<b>21</b> Full School Day Geometry & Algebra II Midline - 9 & 10	<b>22</b> Full School Day Atmosphere Academy Board Meeting	<b>23</b> Full School Day U.S. History & Government Regents Midline - 9	<b>24</b> Full School Day Global History & Geography Regents Midline - 10	<b>25</b>
<b>26</b>	<b>27</b> Full School Day	<b>28</b> Full School Day	<b>29</b> Full School Day	<b>30</b> Full School Day	<b>31</b> Full School Day	



April 2023



Sun

Mon

Tue

Wed

Thu

Fri

Sat

1

2

3

4

5

6

7

8

Full School Day

Full School Day

Full School Day

Professional Development

Spring Recess

Spring Recess

Q3 Ends

Spring Recess

9

10

11

12

13

14

15

Spring Recess

Spring Recess

Spring Recess

Spring Recess

Spring Recess

Spring Recess

Spring Recess

16

17

18

19

20

21

22

Spring Recess

Full School Day

Full School Day

Full School Day

Full School Day

Full School Day

NYS ELA Test

NYS ELA Test

23

24

25

26

27

28

29

Full School Day

Full School Day

Full School Day

Full School Day

Full School Day

Atmosphere Academy Board Meeting

Science Regents Midline - 8, 9 & 10

30



# May 2023



Sun	Mon	Tue	Wed	Thu	Fri	Sat
	<b>1</b> Full School Day	<b>2</b> Full School Day NYS Math Test	<b>3</b> Full School Day NYS Math Test	<b>4</b> Full School Day	<b>5</b> Full School Day U.S. History A.P. Exam - 9	<b>6</b>
<b>7</b>	<b>8</b> Full School Day	<b>9</b> Full School Day	<b>10</b> Full School Day	<b>11</b> Full School Day	<b>12</b> Full School Day	<b>13</b>
<b>14</b>	<b>15</b> Full School Day	<b>16</b> Full School Day	<b>17</b> Full School Day	<b>18</b> Full School Day	<b>19</b> Full School Day	<b>20</b>
<b>21</b>	<b>22</b> Full School Day	<b>23</b> Full School Day	<b>24</b> Full School Day Atmosphere Academy Board Meeting	<b>25</b> Full School Day	<b>26</b> Memorial Day Recess	<b>27</b> Memorial Day Recess
<b>28</b> Memorial Day Recess	<b>29</b> Memorial Day Recess	<b>30</b> Memorial Day Recess Professional Development	<b>31</b> Full School Day Science Performance Test - 8			

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
				Full School Day	Full School Day	
				Science Performance Test - 8	Science Performance Test - 8	
				US History & Government Regents - 9		
4	5	6	7	8	9	10
	Full School Day	Full School Day	Full School Day	Full School Day	Full School Day	
	Science Written Test - 8		Physical Setting/Earth Science Regents Performance Test - 8 & 10			
11	12	13	14	15	16	17
	Full School Day	Full School Day	Full School Day	Full School Day	Full School Day	
			Living Environment Regents - 9	Algebra I Regents - 8 & 9	Chemistry Regents - 9 & 10	
				Global History & Geography Regents - 10	Earth Science Regents - 8 & 10	
					Physical Setting Regents - 9 & 10	
18	19	20	21	22	23	24
	School Closed	Full School Day	Full School Day	Professional Development	Professional Development	Summer Recess
		Geometry Regents 10		Summer Recess	Summer Recess	
25	26	27	28	29	30	
Summer Recess	Summer Recess	Summer Recess	Summer Recess	Summer Recess	Summer Recess	
			Atmosphere Academy Board Meeting			