

Application: Atmosphere Academy Public Charter School

Gretchen Liga - gliga@csbm.com
2022-2023 Annual Report

Summary

ID: 0000000165

Last submitted: Oct 31 2023 05:06 PM (EDT)

Labels: SUNY Trustees

Entry 1 School Info and Cover Page

Completed - Jul 28 2023

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 the [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 2022-2023 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, 2023**) 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, 2023)

Please select the correct authorizer as of June 30, 2023 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

No

d. DISTRICT / CSD OF LOCATION

CSD #10 - BRONX

e. Date of Approved Initial Charter

Oct 16 2014

f. Date School First Opened for Instruction

Aug 24 2015

g. Approved School Mission and Key Design Elements

(Regents, NYCDOE and Buffalo BOE authorized schools only)

Through the creation of a highly engaging school setting, Atmosphere Academy not only prepares 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.

h. School Website Address

<https://atmosphere.org/>

i. Total Approved Charter Enrollment for 2022-2023 School Year

1000

j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment

1085

k. Grades Served

Grades served during the 2022-2023 school year (exclude Pre-K program students):

Use the CTRL button to select multiple grades to accurately capture every grade level served.

Responses Selected:

6

7

8

9

10

I. Charter Management Organization

Do you have a [Charter Management Organization](#)?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2023-2024?

Yes, 3 sites

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 previous year (K-5, 6-9, etc.)	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	6-7	6-7	6-7

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	[REDACTED]	cgreene@atmosphere.org
Operational Leader	Gabriel Rosenblum	Chief Operating Officer	718-696-0471	[REDACTED]	grosenblum@atmosphere.org
Compliance Contact	Colin Greene	Chief Executive Officer/Founder	718-696-0493	[REDACTED]	cgreene@atmosphere.org
Complaint Contact	Gabriel Rosenblum	Chief Operating Officer	718-696-0471	2 [REDACTED]	grosenblum@atmosphere.org
DASA Coordinator	Christian Roman	Chief Culture Officer	718-696-0493	[REDACTED]	croman@atmosphere.org
Phone Contact for After Hours Emergencies	Colin Greene	Chief Executive Officer/Founder	718-696-0493	[REDACTED]	cgreene@atmosphere.org

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, 2023.

- **Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.**
- **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, 2023.**

Site 1 Certificate of Occupancy (COO)

[22 Marble Hill TCO.pdf](#)

Filename: 22 Marble Hill TCO.pdf **Size:** 31.1 kB

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

[22 Marble Hill Fire cert.pdf](#)

Filename: 22 Marble Hill Fire cert.pdf **Size:** 12.7 MB

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 previous year (K-5, 6-9, etc.)	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	3700 Independence Avenue, Bronx, NY 10463	718-696-0493	NYC CSD 10	8	8	8

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	[REDACTED]	cgreene@atmosphere.org
Operational Leader	Gabriel Rosenblum	Chief Operating Officer	718-696-0493	[REDACTED]	grosenblum@atmosphere.org
Compliance Contact	Colin Greene	Chief Executive Officer/Founder	718-696-0493	[REDACTED]	cgreene@atmosphere.org
Complaint Contact	Gabriel Rosenblum	Chief Operating Officer	718-696-0493	[REDACTED]	grosenblum@atmosphere.org
DASA Coordinator	Christian Roman	Chief Culture Officer	718-696-0493	[REDACTED]	croman@atmosphere.org
Phone Contact for After Hours Emergencies	Colin Greene	Chief Executive Officer/Founder	718-696-0493	[REDACTED]	cgreene@atmosphere.org

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 2 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, 2023.

- **Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.**
- **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, 2023.**

Site 1 Certificate of Occupancy (COO)

[3700 Independence CO.pdf](#)

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

Site 2 Fire Inspection Report

This is required, marked optional for administrative purposes.

[3700 fdny inspection request.pdf](#)

Filename: 3700 fdny inspection request.pdf **Size:** 116.3 kB

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 previous year (K-5, 6-9, etc.)	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	5959 Broadway, Bronx, NY 10463	718-696-0493	NYC CSD 10	9-10	9-11	9-11

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	██████████	cgreene@atmosphere.org
Operational Leader	Gabriel Rosenblum	Chief Operating Officer	718-696-0493	██████████	grosenblum@atmosphere.org
Compliance Contact	Colin Greene	Chief Executive Officer/Founder	718-696-0493	██████████	cgreene@atmosphere.org
Complaint Contact	Gabriel Rosenblum	Chief Operating Officer	718-696-0493	██████████	grosenblum@atmosphere.org
DASA Coordinator	Christian Roman	Chief Culture Officer	718-696-0493	██████████	croman@atmosphere.org
Phone Contact for After Hours Emergencies	Colin Greene	Chief Executive Officer/Founder	718-696-0493	██████████	cgreene@atmosphere.org

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 3 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, 2023.

- **Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.**
- **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, 2023.**

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 3 Fire Inspection Report

This is required, marked optional for administrative purposes.

[5959 Fire certs.pdf](#)

Filename: 5959 Fire certs.pdf **Size:** 1.1 MB

n. List of owned, rented, leased facilities not used to educate students

Separate by semi-colon (;)

N/A

CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

o. Were there any revisions to the school’s charter during the 2022-2023 school year? (Please include approved or pending material and non-material charter revisions).

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

No

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	grosenblum@atmosphere.org

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

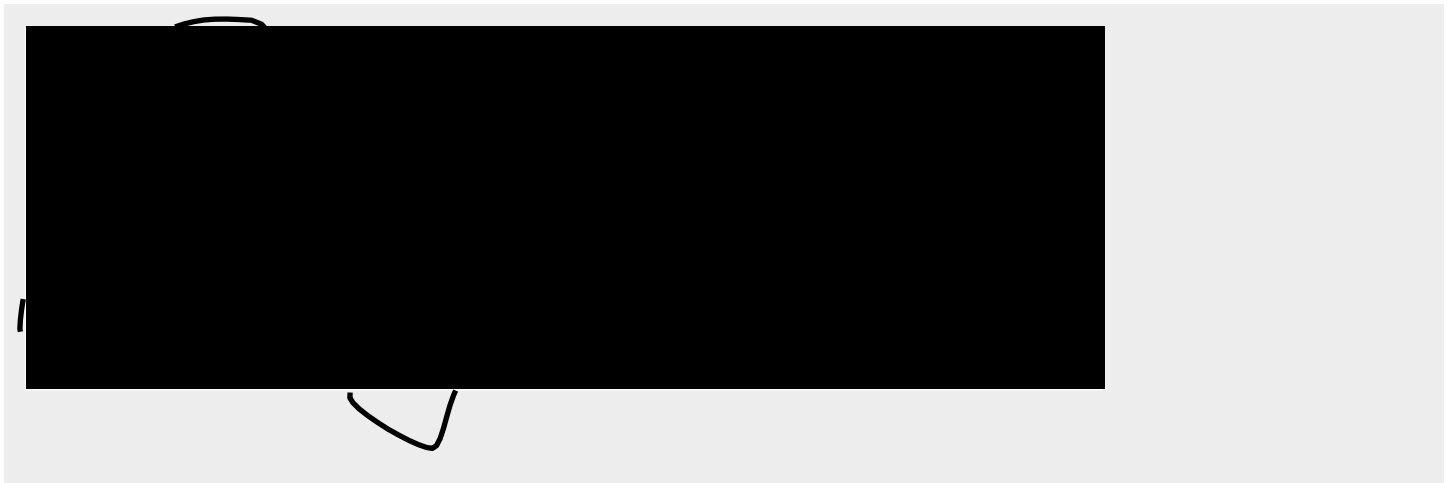
As outlined in ENTRY 10:

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

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Jul 27 2023



Thank you.

Entry 2 Links to Critical Documents on School Website

Completed - Jul 28 2023

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., Report when financials have been submitted in November.)

Form for Entry 2 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:

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2022-2023 Annual Report)	https://atmosphere.org/wp-content/uploads/2022/07/atmosphere-academy-public-charter-school-ar2021_redacted.pdf
2. Board meeting notices, agendas and documents	https://atmosphere.org/about/board/
3. New York State School Report Card	https://data.nysed.gov/essa.php?instid=800000083985&year=2021&createreport=1&allchecked=1&OverallStatus=1&section_1003=1&EMStatus=1&EMchronic=1&38ELA=1&38MATH=1&48SCI=1&regents=1&nyseslat=1&nysaa=1&naep=1&expend=1&stffqual=4&feddata=1
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://atmosphere.org/wp-content/uploads/2020/05/AAPCS-Discipline-Policy.pdf
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo)	https://atmosphere.org/wp-content/uploads/2021/10/AAPCS-DISTRICT-WIDE-SCHOOL-SAFETY-SAVE-PLAN.pdf
6. Authorizer-approved FOIL Policy	https://atmosphere.org/foil-policy/
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://atmosphere.org/foil-policy/

Thank you.



Entry 3 Progress Toward Goals

Incomplete - Hidden from applicant

Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

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

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 1, 2023.

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
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Academic Goal 40				
Academic Goal 41				

Academic Goal 42				
Academic Goal 43				
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Academic Goal 58				
Academic Goal 59				
Academic Goal 60				
Academic Goal 61				
Academic Goal 62				
Academic Goal 63				
Academic Goal 64				
Academic Goal 65				
Academic Goal 66				
Academic Goal 67				
Academic Goal 59				

Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

4. ORGANIZATION GOALS

For the 2022-2023 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2022-2023 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2022-2023 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2021-2022 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed - Nov 3 2023

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 Annual Report Portal, and into the SUNY Epicenter document management system by September 15, 2023.

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

[AAPCS 22-23 APPR 11-3-23](#)

Filename: AAPCS_22-23_APPR_11-3-23.pdf Size: 1.8 MB

Entry 4 - Audited Financial Statements

Completed - Oct 31 2023

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**. **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, 2023**. 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 2023 but will be identified as a required task thereafter and due on November 1, 2023. This is a required task, and it is marked optional for administrative purposes only.

[AAPCS - 06](#)

Filename: AAPCS_-_06.30.2023_-_FS_-_FINAL.pdf Size: 691.2 kB

Entry 4a – Audited Financial Report Template (SUNY)

Completed - Oct 31 2023

[Instructions - SUNY-Authorized Charter Schools ONLY](#)

SUNY-authorized schools must download the Excel spreadsheet entitled “Audited Financial Statement Template” at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**.

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

[2022-23-Audited-Financial-Statement-Template- FINAL](#)

Filename: 2022-23-Audited-Financial-Stateme_Dlf8hH9.xlsx Size: 174.9 kB

Entry 4b – Audited Financial Report Template (BOR/NYC/BOE)

Incomplete - Hidden from applicant

[Instructions - Regents-Authorized Charter Schools ONLY](#)

Regents-authorized schools must download and complete the Excel spreadsheet entitled “Audited Financial Report Template” from the online portal or the [2022-2023 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2023**.

Please complete one spreadsheet at the Education Corporation level and submit the same spreadsheet for each of the schools.

EDUCATION CORPORATIONS WITH MORE THAN ONE SCHOOL SHOULD COMPLETE THE EXCEL SPREADSHEET FOR THE EDUCATION CORPORATION AS A WHOLE, NOT FOR THE INDIVIDUAL SCHOOLS. PLEASE SUBMIT THE SAME EXCEL SPREADSHEET FOR EACH OF THE SCHOOLS.

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

Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2023**. 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. Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

^[1] 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 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, 2023**.

Form for "Financial 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
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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 2023-2024 Budget

Completed - Oct 31 2023

SUNY-authorized charter schools should download the [2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due November 1, 2023.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2023-2024 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due November 1, 2023.**

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.

[Budget-Narrative-Questionnaire- 2023-2024](#)

Filename: Budget-Narrative-Questionnaire-_2023-2024.pdf Size: 27.2 kB

[2023-24-Budget-and-Quarterly-Report-Template- FY 23-24](#)

Filename: 2023-24-Budget-and-Quarterly-Repo_MfWCWMv.xlsx Size: 531.3 kB

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 1 2023

Required of ALL Charter Schools

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 2022-2023 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) is due on August 1, 2023. 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 ensuring that each member who served on the board during the 2022-2023 school year completes the form.**

Charter schools **must** submit the latest version of the form. Forms completed from past years will not be accepted.

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 Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

Filename: J_Greene_Jr_SIGNED_Trustee_Finan_NSLCVMP.pdf Size: 731.9 kB

C

Filename: C_Greene_SIGNED_Trustee_Financial_3UD5deN.pdf Size: 325.1 kB

I

Filename: T_Bar-David_SIGNED_Trustee_Financ_cCfwTE8.pdf Size: 320.6 kB

J

Filename: J_Spitzer_SIGNED_Trustee_Financia_bdE8ze6.pdf Size: 420.6 kB

M

Filename: M_Lagas_SIGNED_Trustee_Financial_xFTLMGx.pdf Size: 639.5 kB

Entry 7 BOT Membership Table

Completed - Jul 28 2023

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.

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2022-2023 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 Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
1	Tzvi Bar-David	[REDACTED]	Trustee/Member	High School	Yes	1	12/07/2022	12/06/2022	5 or less
2	Alan Dillon	[REDACTED]	Trustee/Member	Finance; Governance	Yes	3	7/1/2022	6/30/2025	10
3	Dr. Michael Lagas, Ed.D.	[REDACTED]	Chair	Accountability	Yes	3	1/1/2022	12/31/2023	11
4	Jesse J. Greene, Jr.	[REDACTED]	Treasurer	Finance; Governance	Yes	3	11/1/2021	10/31/2024	12
5	M. James Spitzer, Esq.	[REDACTED]	Trustee/Member	Accountability; Governance	Yes	2	11/1/2021	10/31/2024	9
6					No				
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, 2023	5
b.Total Number of Members Added During 2022-2023	1
c. Total Number of Members who Departed during 2022-2023	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	5

3. Number of Board meetings held during 2022-2023

12

4. Number of Board meetings scheduled for 2023-2024

12

Total number of Voting Members on June 30, 2023:

5

Total number of Voting Members added during the 2022-2023 school year:

1

Total number of Voting Members who departed during the 2022-2023 school year:

0

Total Maximum Number of Voting members in 2022-2023, 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 2022-June 2023), which should match the number of meetings held during the 2022-2023 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, 2023**.

Entry 9 Enrollment & Retention

Completed - Jul 28 2023

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2022-2023 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 2023-2024.

***SUNY-authorized charter schools**

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

Entry 9 Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2022-2023	Describe Recruitment Plans in 2023-2024
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 the completion of the free and reduced-price lunch applications was offered.</p> <p>In 2022-23, 88.56% of students were Economically Disadvantaged, slightly below the target of 90.1%.</p>	<p>In the upcoming school year, the school will continue to utilize print and online advertisements to reduce our reliance on community outreach. To the extent that we are able, however, the school will continue to conduct some community outreach to recruit economically disadvantaged students, focusing on high-needs neighborhoods and organizations that serve high numbers of low-income families. 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 families were targeted in our outreach efforts.</p> <p>In 2022-23, 14.01% of students were English Language Learners, below the target of 18.3% by 4.29 percentage points.</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 ELL students and their families. In addition, we may, if needed, consider adding a preference for ELL students in future lotteries.</p>

<p>Students with Disabilities</p>	<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 2022-23, 21.18% of students were Students with Disabilities, falling short of the target of 21.9% by only 0.72 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>
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Good Faith Efforts To Meet Enrollment Retention Targets

	Describe Retention Efforts in 2022-2023	Describe Retention Plans in 2023-2024
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 very high level of retention for Economically Disadvantaged students, the school will implement the same strategies in the coming year.</p>
English Language Learners	<p>Over the course of the year, the school retained the vast majority 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"> • English as a New Language classes • Push-in and pull-out ELL services throughout the course of the day and across all content areas • An investment in a co-teaching model that targets and supports at-risk students • A full-time ELL Specialist <p>Ongoing parental communication, translated if needed</p>	<p>As our retention rate for ELL students was very high, 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>

	<ul style="list-style-type: none"> • Translation services at school events 	
<p>Students with Disabilities</p>	<p>During the school year, the school retained most of its special education students and expects most of return for the 2023-24 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"> • Collaboration with the Committee on Special Education and the SPED collaborative • A Special Education program that offers SETSS, ICT and 12:1:1 classes • A successful modified self contained program • An investment in a co-teaching model that targets and supports at-risk students • Intervention services that provide struggling learners with individualized academic remediation, coaching and tutoring • Additional academic and social emotional support through an afterschool program • Related services provided on site to meet other needs of students, including counseling, speech and language services. • Student support services staff, including Learning Specialists aligned to their content area expertise. • Teaching Assistants to support highest need students in and out of the classroom through classroom stations, co-teaching and class transition support • Engaging and consistent programming for and communication with parents via workshops, 	<p>As our retention rate for Students with Disabilities was very high, 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>

meetings and conferences, and a variety of communication streams.

Entry 10 – Teacher and Administrator Attrition

Completed - Jul 28 2023

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

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

Charter schools must ensure that all prospective employees^[1] 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.

1. 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](#).

[1] 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/employeeefingerprintoct19.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 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.

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, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
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	
Total Category B: not to exceed 5	0

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, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category C: not to exceed 5	0

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 2022-2023 **Organization Chart**. The organization chart should be a graphic representation (A list will not be accepted.) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

Entry 13 School Calendar

Completed - Jul 28 2023

[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, 2023 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, 2023**.

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 (also used to align to schools with extended days/years referenced in their mission statements/key design elements). See an example of a calendar showing the requested information. Schools **must** use a calendar format 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 23-24 calendar](#)

Filename: AAPCS_23-24_calendar.pdf Size: 517.1 kB

Entry 14 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 (all faculty and staff employed by the school during the 2022-2023 school year).

Use of the 2022-2023 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 Faculty/Staff Roster Template will result in a resubmission of a fully corrected roster.

Here is the complete list of data elements in the roster template and an explanation of what information is required to correctly complete this task.

Roster Data Elements	Explanations
Authorizer NOTE: MUST BE DONE FIRST	Select your school's authorizer from the drop-down list first , before completing the roster.
School Name and Institution ID	Select your school's name from the drop-down list .
Faculty/Staff First Name	Enter the first name of the Faculty/Staff person.
Faculty/Staff Last Name	Enter the last name of the Faculty/Staff person.
TEACH ID	Enter the 7 digit TEACH ID for the Faculty/Staff person.
Role in School	Select the best choice of role of the Faculty/Staff person from the drop-down list .

CPR/AED Certification Status	Select the appropriate choice from the drop-down list .
Hire Date	Enter the date that the Faculty/Staff person was hired.
Start Date	Enter the date that the Faculty/Staff person actually began employment in this school.
Total Years' Experience in this Role	Enter Total Years of Experience that the Faculty/Staff person has in their current role.
Total Years at this School	Enter the Total Years that the Faculty/Staff person has been employed in this school.
Out-of-Certification Justification	Select the appropriate choice from the drop-down list .
Subject Taught	Select the appropriate choice from the drop-down list .
Notes	Optional

Optional Additional Documents to Upload (BOR)

Incomplete



**Atmosphere Academy Public
Charter School**

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

November 3, 2023

By Colin Greene

5959 Broadway, Bronx, NY 10463

718-696-0493

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Colin Greene, Chief Executive Officer, prepared this 2022-23 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 Governance
Jesse J. Greene, Jr., Esq.	Treasurer	Finance Governance
Tzvi Bar-David	Member	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 2022-2023, the school served 1,000 6th-10th Grade students. Of these students, 21.18% were students with IEPs, 14% were English Language Learners, and 88.56% were from economically disadvantaged families. The students were primarily Hispanic/Latino (78%) and African-American (18%). The remaining students were Asian (2%), White (1%), and American Indian/Alaskan (1%).

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 KEY DESIGN ELEMENTS

- 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 Academy's Academic Program improves student skills, builds content knowledge, develops critical and creative thinkers, and achieves mastery of standards. While all students are challenged with rigorous instruction that is on or above grade level, the approach is differentiated based on the

needs of the academic team. Varied instructional strategies 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 to facilitate accelerated or remedial instruction based on individual student needs. As a result of this change, English Linguistics and Math Fluency courses provide advanced content to honors-level students while providing academic support to other teams to increase their level of proficiency. The accelerated Math Fluency courses prepare students for advanced 6th and 7th-grade math topics and the Algebra Regents in 8th grade. The accelerated English Linguistics course expedites student entry in Advanced Placement courses and Regents testing in high school. Similarly, students who fall below grade level proficiency are provided remediation support during these classes to identify and rectify specific areas of weakness.

- **Middle School KDE #3: Standards-Aligned Curriculum** - Atmosphere offers a wide range of academic courses. Appropriate changes have been made from Atmosphere's initial application 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 was designed to provide rigorous grade-level content that addresses the state standards in English, mathematics, science, social studies, and health/physical education. In addition to adhering to their content-based standards, science, social studies, health, and physical education teachers are expected to link lessons to applicable supporting English and mathematics standards and skills.
- **Middle School KDE #4: Extended Day/Year** - To provide the time needed for students to take advantage of all of these unique learning opportunities without cannibalizing core courses to make room for them, Atmosphere employs an extended school day (7:30 a.m. to 4:00 p.m.), 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 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 strategies for 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 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 at 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 partners with.
 - For enrichment, Atmosphere worked with Hudson River Community Sailing, Hidden Gems Archery, Riverdale Music Studio, Generation Code, Fluent City, The Island School, and Lincoln Center Education, among others. These partners helped bring outdoor and sports activities, arts programs, nature education, music instruction, coding classes, foreign language courses, and more to Atmosphere.
 - Atmosphere enjoys close working relationships with the following organizations (among others): Westmoreland Sanctuary, Frost Valley YMCA, and Westhab.
 - Atmosphere worked with Math Mini Lessons, Blue Engine, College Board, Newsela, Frontline, Teaching Channel, Urban Advantage, SPED Collaborative, and others for professional development.
 - 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. The full-size school has not been realized, preventing Atmosphere from implementing a school-based health clinic with Montefiore Medical Center, which required the school to have over 1,000 students.
 - **Middle School KDE #7: Student-Centered and Differentiated Instruction** - Atmosphere Academy has used the Gradual Release of Responsibility instruction model to promote student achievement and ownership of the learning process. During class, 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. Additionally, the SIOP model is used with the ELLs population as it incorporates GRR principles and directly addresses the needs of those students, providing a broad and sound base of pedagogical practice. Differentiated approaches to instruction and modifications of this process are expected to better meet all students’ needs. 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 based its instructional leadership structure on a distributed leadership model to increase organizational capacity. Additionally, 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. 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, Associate Managers, Chairpersons, Teacher Mentors, and various committees help the organization thrive by providing a conduit between the staff and key administrators in specific focus areas.
- **Middle School KDE #9: Special Education Program** - Atmosphere is dedicated to serving all students who 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 serve the current student population best. In addition, Atmosphere leverages its relationship with the Committee on Special Education (CSE) to utilize related services 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 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, the ELL Specialist co-plans during department and grade-level meetings to contribute to lesson planning on a larger scale. The ELL Specialist, along with the support of outside vendors, provides 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 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 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 sees real-time data acquisition, warehousing, interpretation, and visualization as the fuel that drives good decision-making. Therefore, Atmosphere implements robust data systems throughout the school (curriculum, assessment, discipline, etc.) that provide staff, students, and parents with actionable results.
- **Middle School KDE #14: Core Values** - All of Atmosphere's stakeholder groups are expected to follow a set of shared core values that help the proposed school realize its mission and vision. Focused on Mindful Leadership, the core values will encourage our students to be:

 - Persistent – Atmosphere students will be supported to continue firmly in a course of action despite difficulty or opposition.
 - Curious – Atmosphere students are expected to be eager to know and learn new things in and out of the classroom.
 - Collaborative – Atmosphere students will work with other students and groups to achieve excellence.
 - Ethical – Atmosphere students will be encouraged to be concerned with right and wrong of human character

- Reflective – Atmosphere students will gain a better grasp of their own identity through prescribed investigation of the stories and histories that define who they are.
 - Multicultural – Atmosphere students will be exposed to and gain an intimate understanding of and appreciation for their own cultures as well as various other cultures both locally and internationally
 - Empathetic – Atmosphere students will learn to leverage peer dynamics and the nested learning that occurs in social circles in order to enhance their academic outcomes.
 - Civic – Atmosphere students will gain greater insight into the structure of the socioeconomic ladder and the tangible steps that most often result in upward movement.
- **Middle School KDE #15: Governance** - Atmosphere is governed by a strong, experienced Board of Trustees that provides scrupulous oversight without micromanaging the organization. The Board sets goals for the proposed school and leadership team that align with the Accountability Plan established in the proposed charter application and expects regular reports of academic, financial and organizational data with which to monitor progress towards goals and achievement of the proposed school's mission.

HIGH SCHOOL KEY DESIGN ELEMENTS

Atmosphere has created and sustained a dynamic learning environment because the school adhered to its key design elements. Each element has been carefully considered to facilitate the mission of the school. In envisioning an expansion to a high school, Atmosphere has continued many elements that have made Atmosphere's middle school successful. These KDEs have been formatted differently to make them more concise, but they remain true to Atmosphere's original mission statement and core values.

Beyond drawing from previously established procedures, the high school also incorporates new design elements that create new best practices to bolster students on the high school level further. By ensuring that the academic coursework remains rigorous and the school environment is socially enriching and appropriate, Atmosphere is helping scholars realize their full potential in secondary school. In this way, the KDEs of the high school reflect the best of what Atmosphere has to offer (past, present, and future).

- **High School KDE #1: Academic Program** - Atmosphere Academy High School has a rigorous academic program that prepares all students to take and pass the New York State Regents exams and earn a Regents diploma within four years. It also has an advanced program that prepares selected students to earn an Advanced Regents diploma, Advanced Placement, and Early College credit. The high school provides students with an extended school day and year that ensures all students are supported and remain on track for graduation. Students are placed in academic programs using performance data (state assessments, course grades, credit acquisition, and school benchmark assessments), which is continuously monitored on an ongoing basis. The critical components of the academic program are:

- Regents Program - The high school curriculum is designed with Regents preparation coursework at its core. The course offerings are intentionally engineered to have all students meet or exceed the Regents diploma requirements on or before their cohort graduation date. Atmosphere helps students ameliorate deficits in prior learning, develop grade-appropriate skills and knowledge, and build a foundation for future success. Similar to our effective middle school model, scholars in the 9th and 10th grades will take an additional period of English and mathematics to build foundational skills. In addition to their Regents courses, scholars attend Regents Preparation during the school day, on Saturdays, and during breaks to provide exposure to the test-taking strategies and provide additional content-specific tutoring.
- Advanced Placement Program - In addition to meeting the requirements for a Regents Diploma, students in the advanced academic program also complete Advanced Placement (AP) courses and complete Regents coursework at an expedited pace. In many cases, the courses in this program include simultaneous preparation for Regents and Advanced Placement exams by aligning similar content within the requirements established by the College Board and NYS Board of Regents. Through successful completion of these AP courses and performance on the aligned exams, scholars will accrue college credit while they complete their diploma requirements.
- Pathways Program - All Atmosphere Academy High School students participate in a 4-year Pathways Program focusing on Career Education. This program ramps in intensity from 9th grade through 12th grade. Students take Career Elective courses in 9th and 10th grade that introduce various careers and align with their interests. In 11th grade, students participate in internships and apprenticeships in a chosen pathway (law, medicine, education, engineering, business, criminal justice, etc.). In 12th grade, students develop and execute independent study projects that require them to apply and employ the skills they learned in their career courses and internship/apprenticeship by creating professional portfolios, culminating capstone projects, and more. Atmosphere's staff facilitates these courses and experiences with assistance from external partners (CBOs, nonprofits, museums, workplaces). Atmosphere staff serve as course teachers, internship advisors, and site supervisors. All students are encouraged to pursue a profession through this unique program.
- Achievement Program - Student achievement and performance on all major assessments (Regents exams, AP exams, PSAT exams, SAT exams, ACT exams, etc.) is supported and bolstered by the Achievement Program. Teachers provide additional remediation and acceleration to students on these assessments and more. In addition to their Regents courses, scholars attend Regents Preparation during the school day, on Saturdays, and during breaks to provide exposure to the test, and test-taking **strategies** and provide additional content-specific tutoring. Based on their data, all students receive these achievement services in targeted "bubble" groups. In this way, common

deficits can be addressed strategically, and progress can be monitored over time via interim and “sprint” assessments.

- “Stage, Not Age” - Students are given an individualized schedule that places them in classes that best meet their needs and skill level in each content area. Student performance, instructional needs, and credit acquisition are used to customize each Atmosphere academic experience. A school counselor meets with students on each grade level to place them in the appropriate classes based on data, teacher recommendations, and other criteria.
- **High School KDE #2:** Student Learning Program - Atmosphere’s proven track record of working with at-risk middle school students informed its design of a comprehensive, data-driven, individualized high school Student Learning Program that promotes success for all students. Scholars are tiered within Atmosphere’s RTI model, where students are assessed, progress-monitored, and provided additional support based on their level of need.
 - **Full-Service Special Education Program**
 - SETSS: Each child is be educated in the same classroom as non-disabled peers. He or she receives direct or indirect Special Education Teacher Support Services (SETSS) from a special education teacher.
 - Integrated Co-Teaching Services (Full or Part Time): Classrooms with Integrated Co-Teaching (ICT) services include students with IEPs and students without IEPs. No more than 12 (or 40%) of the students in the class can have IEPs. There are two teachers- a general education teacher and a special education teacher. The teachers work together to adapt materials and modify instruction to make sure the entire class can participate.
 - Special Class Services (Full or Part time): Special Class (SC) services are provided in a self-contained classroom. All of the children in the class have IEPs with needs that cannot be met in a general education classroom. They are taught by special education teachers who provide specialized instruction. In high school, special classes have up to 15 students. The students in the class are within a three-year age range and have similar educational needs.
 - **English Language Learner Program** - English Language Learner services continue to follow the middle school model. Student schedules are designed based on their language acquisition level. Students receive a combination of push-in and pull-out services based on NYS requirements.
 - **Response to Intervention** - All students that receive core curriculum are considered Tier I students. Students that do not respond to Tier II are identified through a combination of classroom data and progress monitoring data. These students then receive intervention plus core curriculum in Tier II. Students who do not respond to Tier II

intervention are similarly moved to Tier III, with the highest level of intervention. Students are monitored on a 6-10-week cycle and reevaluated by a team of teachers and intervention specialists.

- **High School KDE #3: School Culture Program** - Atmosphere Academy High School supports students, families, and staff with developing social and emotional intelligence skills. The School Culture team leads the community with increasing social-emotional intelligence knowledge and practices throughout each school day. This occurs by using tools that encourage self-reflection, conflict resolution techniques, and positive reinforcement approaches daily inside and outside of the school setting. These trends are regularly and actively monitored to create and sustain an “atmosphere” that is supportive, innovative, collaborative, inspiring, and rigorous.
 - **Behavior Program** - The high school program follows the same format of having a grade-level dean. Merits and Demerits continue in the high school program. Data review occurs during grade-level meetings. Students with high merits are able to participate in the STARS program. The grade-level deans monitor and support students with high demerits. Atmosphere Academy High School has a Discipline Code of Conduct Policy that is given to students, families, and staff. The Discipline Code is reviewed with the school community in meetings before the start of the school year, during the start of year orientations, and enforced daily throughout the school year. There is a proper due process where students, families, and staff can restore any incident that arises. The main enforcers of the Discipline Policy will be grade-level deans. There is a dean for the 9th, 10th, 11th, and 12th grade level. Grade level deans support students, families, and staff with major behavior infractions that disturb the educational process. Appropriate consequences are aligned with each infraction. When punitive consequences are given, an equal amount of social-emotional support is provided to support the student receiving the consequence and the community, including possible victims.
 - **Restorative Justice Program** - Atmosphere Academy High School’s discipline system and policies are deeply rooted in the principle of Restorative Justice and Restorative Practices. Atmosphere Academy High School’s main Restorative Practice approach is mediation. Mediation is used to address issues with all community members: students, parents and staff. This philosophy sees behavioral infractions as injurious to the larger school community and seeks to repair them through interventions that involve all relevant stakeholders: students, parents, and administrators. A grade-level dean supports the Restorative process. The Restorative Justice approach continues with conflict resolutions. Having students be peer mediators supports the community in resolving conflicts. Peer mediators are established based on student sign-up and teacher referral. Peer mediators meet after school to develop more skills in supporting their peers. Deans oversee the major conflicts and mediate the students.
 - **Social Emotional Program** - Atmosphere supports with alleviating students and family

stress around balancing social emotional issues and academic performance by hiring a team of School Counselors and Social Workers. Atmosphere has a Social worker for each grade level. Social Workers support students with anxiety, depression, self-esteem, peer and family relationships, SI, and other social-emotional concerns. The Social Workers also serve as the lead in major social-emotional crisis situations. There is a 9th and 10th grade Social Worker, with an 11th and 12th grade Social Worker to be added next year.

- **Counseling Program** - Atmosphere has two counselors, including the 9th and 10th grade counselor and an 11th and 12th grade counselor. The 9th and 10th grade counselor supports students entering the school by providing a summer bridge program, transcript review and raising college awareness and knowledge. During 10th grade, students work with the counselor to develop a marketable student profile and explore college options. The 11th and 12th grade counselor will support students with having a strong completion to their high school career and preparing for life after high school. Juniors and seniors will get support with PSAT, ACT, SAT registration, finalize Regents Exams, FAFSA application, scholarships, college application process, work and military. All grade-level School Counselors review with each student their credit accumulation, regents status, social-emotional state, and future career goals.
- **Advisory Program** - Atmosphere High School has an Advisory class that meets weekly. In the Advisory period, students, with support of advisors, review and discuss high school topics. Culture continue to grow through the advisory program. The main focus is to support students with identifying their feelings, articulating their issues, and looking for support within their school community.
- **College, Career, and Life Program** - Preparing students for success in college, Career, and life is a core aspect of Atmosphere's mission. In pursuit of this outcome, Atmosphere supports student college readiness through various programs. The College Knowledge tour series exposes scholars to higher education institutions locally and along the East Coast. 11th-grade scholars take a College Admissions course that helps them research schools and align them to their future career goals. The course also supports scholars' application completion and develops awareness of financial expenses and support. In addition, all scholars will receive test preparation for college entrance exams. Furthermore, the College and Career Leader will work with the counselors to support and educate scholars and staff about collegiate programs and pathways. Additional programming aligned with this design element is through our Career Pathway program (outlined above).
- **STARS Program** - Atmosphere continues to celebrate its scholars' accomplishments in high school. The high school version of the STARS Program focuses on motivating and encouraging students to graduate on time and with advanced credits whenever possible. From behavior to academics, data is reviewed on a continuous basis to select

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deserving students for enrichment experiences, reward trips, and service learning trips.

- **Core Values** - All of Atmosphere’s stakeholder groups are expected to follow a set of shared core values that help the proposed school realize its mission and vision. Those values include the promotion of:
 - A school culture that values and cultivates leadership and collaboration.
 - A community and parent culture that is informed and involved.
 - A leadership culture that is inspired and inspiring.
 - A faculty and staff culture that is professional and pioneering.

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
2020-21							137	135	139					411
2021-22							240	229	204					673
2022-23							288	283	239	206	84			1100

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2019 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2022-23 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2020-21	2017-18	2017	N/A	N/A	N/A
2021-22	2018-19	2018	N/A	N/A	N/A
2022-23	2019-20	2019	N/A	N/A	N/A

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school

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year they first enter the 9th grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	N/A	N/A	N/A
2021-22	2018-19	2018	N/A	N/A	N/A
2022-23	2019-20	2019	N/A	N/A	N/A

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	N/A	N/A	N/A
2021-22	2017-18	2017	N/A	N/A	N/A
2022-23	2018-19	2018	N/A	N/A	N/A

PROMOTION POLICY

Atmosphere strives for all scholars to meet or exceed the requirements for an Advanced Regents Diploma. As a result, the course sequence has been developed for scholars to acquire at least 44 units of credit, consisting of 8 ELA, 8 social studies, 6 science, 6 mathematics, 1 health, 2 arts, 2 world languages, 4 physical education, and 7 electives. Some scholars who cannot meet all testing requirements for the Advanced Regents diploma will culminate their academic work with a Regents diploma.

Atmosphere Academy, in alignment with the NY State Education Department, awards credit toward students' diplomas when they have demonstrated proficiency in the learning outcomes and standards of the course. Scholars demonstrate this level of achievement through multiple assessments administered during the course in addition to any aligned exams (Regents, Checkpoints, and Advanced Placement).

As discussed above, Atmosphere believes student progress comes through a "stage, not age" approach. As such, a scholar might be in a particular grade by their cohort year but may be in a different grade level's courses based upon their credit acquisition. To remain on track for graduation, Atmosphere would consider a scholar to be a sophomore if they have completed 9 credits in their core classes.

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Similarly, scholars would be regarded as a junior if they have completed 20 credits in their required courses.

GOAL 1: HIGH SCHOOL GRADUATION

All Scholars will graduate within four years with an Advanced Regents Diploma.

Graduation Goal Measure 1 - Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2022-23

Cohort Designation	Number in Cohort during 2022-23	Percent promoted
2021	75	89%
2022	209	97%

Graduation Goal Measure 2 - Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2023, the 2021 Cohort will have completed its second year.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2019	2020-21	N/A	N/A
2020	2021-22	N/A	N/A
2021	2022-23	75	80%

Graduation Goal Measures 3 & 4 - Absolute

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

The school's graduation requirements appear in this document above the graduation goal.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
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¹These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.

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2017	2020-21	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2020-21	N/A	N/A	N/A
2017	2021-22	N/A	N/A	N/A
2018	2022-23	N/A	N/A	N/A

Graduation Goal Measure 5 - Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2017	2020-21	N/A	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A	N/A

Graduation Goal Measure 6 - Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

Percentage of the 2019 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2021-22 results as a temporary placeholder for the district's 2022-23 results.

³ As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

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Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2017	2020-21	N/A	N/A
2018	2021-22	N/A	N/A
2019	2022-23	N/A	N/A

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In the 2022-23 school year, Atmosphere Academy High School enrolled 9th and 10th Grade students only. Therefore, the only two Goal Measures that are applicable at this time are the two Leading Indicators, and both of these were met.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	YES
Leading Indicator	Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	YES
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	N/A
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

EVALUATION OF THE GRADUATION GOAL

For Goal Measure 1, AAPCS exceeded the goal of 75 percent for both the 2021 Cohort and the 2022 Cohort. A total of 97% of students in their first year earned the required number of credits in the school year, surpassing the goal by 22 percentage points. Of the students in their second year of high school, 89% earned the required number of credits, exceeding the goal by 14 percentage points.

For Goal Measure 2, 80% of the 75 students in the 2021 Cohort passed at least three Regents exams in the 2022-23 school year, surpassing the goal of 75% by 5 percentage points. As only 9th and 10th graders were enrolled in the High School in 22-23, there were no students in the 2019 or 2020 Cohorts.

Graduation Goal Measures 3-6 are not applicable as no 12th Grade students were enrolled in the past school year.

ADDITIONAL CONTEXT AND EVIDENCE

As the 2022-23 school year was the first year of operation for the Atmosphere Academy High School, we are unable to provide an analysis of trends over time. However, we believe that the strong performance of 9th and 10th Grade students, combined with the strong foundation we provide through our Middle School, bodes well for our ability to meet these goals in the upcoming years. We have also established a strong support system for our high school students to ensure that they have the academic and counseling support needed to stay on track for graduation.

As a first-year high school, Atmosphere delivered and exceeded the program outlined in our charter proposal. All academic courses were provided, including Advanced Placement and Early College options. Interventions such as electives in mathematics and English, guided study halls, and academic extra-help sessions were part of the program to support student success. Scholars in danger of completing their courses were provided alternate schedules, including targeted success labs and summer school. Regents Prep courses were provided for specific students with skill and content deficits. The Culture team worked with scholars to address barriers to their success in and out of school. Regular communication and meetings with families were held to encourage partnership in their scholar's success.

ACTION PLAN

While the program elements in place in 2022-23 led to a strong first year, Atmosphere faced some challenges that we plan to ameliorate in the coming year.

- The school opened with both 9th and 10th Grades. A large percentage of the 10th Grade scholars transferred to our school with significant credit gaps and insufficient progress in Regents exams. Scholars who entered our school with credit deficits were given opportunities for recovery through a summer program and within their school schedule. We will continue this work in the 2023-24 school year.
- Teachers were repositioned to better align with their student population and course needs.
- Atmosphere recognizes that scholars coming to our high school without experience in our middle school need additional attention to meet our expectations. Targeted support to indoctrinate these scholars into our academic and culture systems is now built into the orientation process. Specialized sessions explaining how our program exceeds requirements of their previous schools and emphasis on goal setting are important components in this process.
- Atmosphere has created several support programs to ensure scholars' success on Regents exams. Through strategic planning, this program will continue to grow, replicating the model utilized in the middle school.
 - Regents Achievement is a preparation course that meets 8 times a week for upperclassmen. Students who have Regents deficits are given specialized intervention to

prepare them for success on previously attempted exams. These courses are taught by Atmosphere's Officers and Leaders to ensure that scholars get the best possible instruction. The program curriculum will be further developed to strategically address the question types found on each exam and utilize Atmosphere's systems to enhance student testing skills.

- The Regents Preparation program has been enhanced to include regular weekly sessions during the school day and after school. The program is offered to all scholars taking a Regents course. Atmosphere teachers provide this support, directly connecting their coursework with preparation activities.
- The Saturday Academy is a data-based intervention, specifically targeting scholars who are approaching proficiency and need additional remediation to be successful. The academy is provided every Saturday (with some additional spring break dates) covering the 4 tested content areas on a rotating basis. The Fall and Spring Academies are staffed by leaders, teachers, culture, and operation team members. Scholars can take up to 2 sessions a day receiving 3 hours of intervention. The Spring Saturday Academy will also support scholars studying for the Advanced Placement exams.
- Response to Intervention in grade-level meetings will begin sooner in the year to support struggling scholars. Additional leaders were added to facilitate this process with first- and second-year students.
- The selection of scholars for Advanced Placement and Early College courses will be more data-driven. Key data trends will be available as more scholars attending our program graduate from our middle school. More stringent selection criteria will be utilized to assess scholars' readiness. Pre-AP courses have been adopted to scaffold expectations for scholars who have not yet shown this capability.
- The Early College program will now include a daily check-in with a faculty member to address time management and refine work submissions. This additional support is intended to follow our gradual release model, initially supporting scholars with scheduling, time management, and collegiate expectations and reducing reliance over time as scholars are more capable of college-level work.
- The culture team has grown to include more school counselors and a College and Career Leader. The data team has also been further developed to increase capacity for curating and analyzing key programmatic information. These crucial additions will allow all stakeholders to address student needs more strategically.

GOAL 2: COLLEGE PREPARATION

All Scholars will graduate within four years with an Advanced Regents Diploma.

Atmosphere's High School fully embraces its mission to not only prepare students to be ready for college, career, and life but also to succeed once they get there. The high school offers a robust college preparation program that provides scholars with a framework for admissions, early credit accumulation, and scaffolded support for collegiate quality work.

Atmosphere currently offers 4 Advanced Placement courses and will provide additional courses in the coming year with the start of our 12th Grade class. These courses are offered as early as sophomore year. Freshman receive scaffolded instruction to support their readiness through the Pre-AP program. Our initial goal in providing these courses is that every scholar who attempts the culminating exam earns a proficient score. Additionally, as we grow in capacity, and the instructional approaches become more fine-tuned, we aim to exceed the proficiency rate of scholars in our demographic, in the city, and the nation. Ultimately our goal is to exceed the advanced proficient national average. While the program is in its infancy, we are still building our approach, we are working to increase overall proficiency through rigorous class instruction aligned to the College Board materials. In addition, dedicated sessions in our Spring Saturday Academy (discussed above) will provide scholars the opportunity to take several full length exams and receive targeted feedback for improvement.

To further foster college preparation, Atmosphere has partnered with Lehman College for the College Now program. Scholars were offered two college-level courses through this partnership in their sophomore year. The program has been expanded to include more course offerings in the junior year. As discussed above, more stringent selection criteria, the addition of a faculty advisor, and daily progress monitoring will better support student success in this college program.

Both of these programs vigorously prepare scholars for their post-secondary education in the following ways:

- Taking AP and Early College courses allows scholars to enter college with credits. Scholars can sometimes transfer into college as rising sophomores instead of first-year students.
- Early College courses often exempt scholars from taking placement tests or remedial courses for no credit.
- Successful acquisition of college credit while in high school supports the selection process to competitive schools
- AP courses meet the prerequisite requirements for some college majors (Pre-med, Business, Science, and Engineering).
- The courses teach academic and time management skills in alignment with collegiate expectations, preparing scholars for success in their university classes.
- Scholars and families save money as they can earn credits for free, reducing their total tuition expenses.

In addition to the opportunities to earn advanced college credit, Atmosphere provides a College Admission elective. The course serves 11th-grade scholars in their preparation for college admissions.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Scholars in the course will prepare for college admissions examinations through practice exams and direct instruction in English and Mathematics. Atmosphere staff will facilitate scholars’ research of colleges, help align colleges with their career goals, and educate them about financial aid options. School counselors with the guidance of our College and Career leader will support the application process.

Atmosphere further prepares scholars for college through several College Knowledge trips, including local NY campuses and those located along the eastern states region.

In addition, scholars will participate in the PSAT, SAT, and ACT exams, receiving preparation classes and support to improve their performance and opportunities for scholarships and awards.

College Preparation Goal Measure 1 - Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

College Preparation Goal Measure 2 - Absolute

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

⁴Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 3 - Comparative

Each year, the school's CCCRI for the Total Cohort will exceed that of the district of comparison's Total Cohort.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 4 - Absolute

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

Matriculation Rate of Graduates by Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2017	2020-21	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A

SUMMARY OF THE COLLEGE PREPARATION GOAL

In the 2022-23 school year, Atmosphere Academy High School enrolled 9th and 10th Grade students only. Therefore, none of the Goal Measures in the chart below are applicable at this time.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	N/A
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	N/A

⁵ Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year

EVALUATION OF THE COLLEGE PREPARATION GOAL

In the 2022-23 school year, Atmosphere Academy High School enrolled 9th and 10th Grade students only. Therefore, none of the Goal Measures in the chart above are applicable at this time.

ADDITIONAL CONTEXT AND EVIDENCE

In the 2022-23 school year, Atmosphere Academy High School enrolled 9th and 10th Grade students only. Therefore, we are unable to provide additional context or evidence at this time.

ACTION PLAN

After the 2023-24 school year, we will be in a better position to gauge the strengths and weaknesses of our college preparation programs. Following a full program review and analysis of student data at that time, further action plans will be developed to ensure that improvements are made and any challenges are addressed.

GOAL 3: 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, writers, and 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 Linguistics) 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. ELA teachers use a blend of direct instruction, guided practice, and independent practice during class. In particular, ELA instruction incorporates review and generation of examples 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) and other technological tools are an integral part of each facet and stage of instruction. ELA classes benefit from the support of Learning Specialists, ELL Specialists, Instructional Leaders, Directors, Teaching Assistants, and Achievement Coaches, who help teachers differentiate lessons to meet the needs of all learners. These elements correlate with the Sheltered Instruction Observation Protocol (SIOP) model and Gradual Release of Responsibility.

In the summer of 2019, the 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 all other content areas. 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 improve student fluency and facility with reading and writing a variety of texts that span multiple genres and levels of sophistication but also to 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 to share their stories, engage in the ideation process, and change outcomes.

To realize this goal, Atmosphere uses an ELA program that consists of research-based curricular choices and instructional methods that are effective for middle school literacy development. The English course is designed to improve scholars' ability to effectively read and interpret texts spanning 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 Linguistics courses built scholar's grammar skills and enhanced their vocabulary. Scholars also received support in increasing their reading levels. The course utilized Atmosphere Academy's English Systems to effectively prepare scholars to perform on state exams and meet the expectations of high school and beyond.

In addition to these two English courses, scholars continued to participate 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 by utilizing our English systems to build proficiency on the state exams.

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Atmosphere’s high school English Program builds on the solid foundation for critical reading and critical writing developed in Atmosphere’s middle school English Program. The strong performance of Atmosphere’s middle school students on the NYS English Test in grades 6 through 8 demonstrates the value inherent in Atmosphere’s English curriculum. This powerful scope and sequence of content knowledge and skill-building prepares all students to read and write at the highest level possible.

Moreover, it leverages the same reading and writing systems as the middle school (revised to meet high school standards) to help all students, especially newly arrived students, to the high school, who did not benefit from Atmosphere’s rigorous middle school English Program.

Regents English classes are aligned to the NYS Learning Standards to prepare scholars for the Regents Examination. A grade-level English Lab class is offered to every student in grades 9 and 10 to remediate deficit areas and provide enrichment to advanced scholars. Advanced Track courses include preparation for both the Regents and related Advanced Placement Examinations.

In the 9th grade advanced track, scholars take English Regents 9 and Pre-AP English in lieu of their English Lab. Scholars in the 10th-grade advanced track take English Regents 10 and 10th-grade advanced track English courses take Advanced Placement English Language and Composition in lieu of their English Lab. Scholars in the same track in 11th grade will take Advanced Placement English Literature and Composition in lieu of their grade 11 English Course.

In the 2022-2023 school year, the department’s leadership was increased to include a Director and 2 managers. The middle school manager supports English instruction for grades 6-8, and the high school manager supports English instruction for grades 9-12. The Director works with the officer team to strategically enhance the academic program. Her expertise in the content area has led to enriching the English curriculum through more student-interest texts and a more substantial alignment with the social studies department. This distributed leadership model has allowed the department to develop the high school program while maintaining strong instruction in the middle school.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3								
4								
5								

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6	278	0	5	0	0	0	2	285
7	268	0	4	0	0	0	5	277
8	230	1	2	0	0	1	6	240
All	776	1	11	0	0	1	13	802

Performance on 2022-23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year⁶

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3						
4						
5						
6	278	120	43%	0	N/A	N/A
7	268	164	61%	196	126	64%
8	230	152	66%	200	135	68%
All	776	436	56%	396	261	66%

ELA Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

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.⁷

2022-23 State English Language Arts Exam Charter School and District Performance by Grade Level

⁶ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

⁷ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

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Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	N/A	0	32%	2893
7	64%	196	39%	2922
8	68%	200	50%	3118
All	66%	396	40%	8933

ELA Measure 4 - 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.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.⁸

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁹		Effect Size
		Actual	Predicted	
3				
4				
5				
6	TBD	TBD	TBD	TBD
7	TBD	TBD	TBD	TBD
8	TBD	TBD	TBD	TBD
All	TBD	TBD	TBD	TBD

ELA Measure 5 - Growth

⁸ These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

⁹ Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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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.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school 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	2023 Actual English % Proficient	2023 Projected English % Proficient	2022 Actual English % Proficient	2022 Projected English % Proficient	2021 Projected English % Proficient	2019 Actual English % Proficient
6th Grade	43%	36.8%	63.6%	36.4%	60.4%	41.5%
7th Grade	61%	24.5%	55.3%	26.7%	50%	41.0%
8th Grade	66%	44.7%	58.6%	30.7%	50.4%	49.2%
All	56%	35.3%	59.2%	31.2%	53.6%	43.6%

SUMMARY OF THE ELA GOAL

AAPCS did not meet the one Absolute Measure applicable at this time. We did meet one of the Comparative Measures, but we are not able to assess the other measure. The Growth Measure is also not applicable at this time, as noted below.

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.	NO
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

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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.	YES
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.	TBD
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

EVALUATION OF ELA GOAL

Of the 802 students enrolled at Atmosphere at the time of testing, all but 26 took the 2022-23 NYS ELA exam. Overall, 56% of tested students attained a Level 3 or Level 4 on the exam. Of the total enrolled students, 396 of the 7th and 8th Grade students were enrolled in their second year at the school, and 66% of these students attained proficiency at these levels.

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 66% of second-year students receiving a Level 3 or Level 4 score, the school missed the target by 9 percentage points but saw a growth of 10 percentage points from 2021-22. The 7th Grade students were 11 percentage points below the target of 75%, and the 8th Grade students at 68% fell short by only seven percentage points.

On the 2022-23 NYS ELA exam, 40% of the 6th through 8th Grade students in NYC CSD 7 received Level 3 or Level 4 scores. In comparison, 66% of AAPCS students enrolled in at least their second year reached proficiency, exceeding the District by 26 percentage points. Scores for AAPCS 7th Graders exceeded the district scores for the grade by 25 percentage points while our 8th Graders surpassed their district peers by 18 percentage points. Scores for 6th Grade cannot be compared, as 6th Grade students at the school were only enrolled in their first year.

While we were unable to attain all of the Goal Measures, the school was encouraged by the continued growth seen again this 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 2023-2024 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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

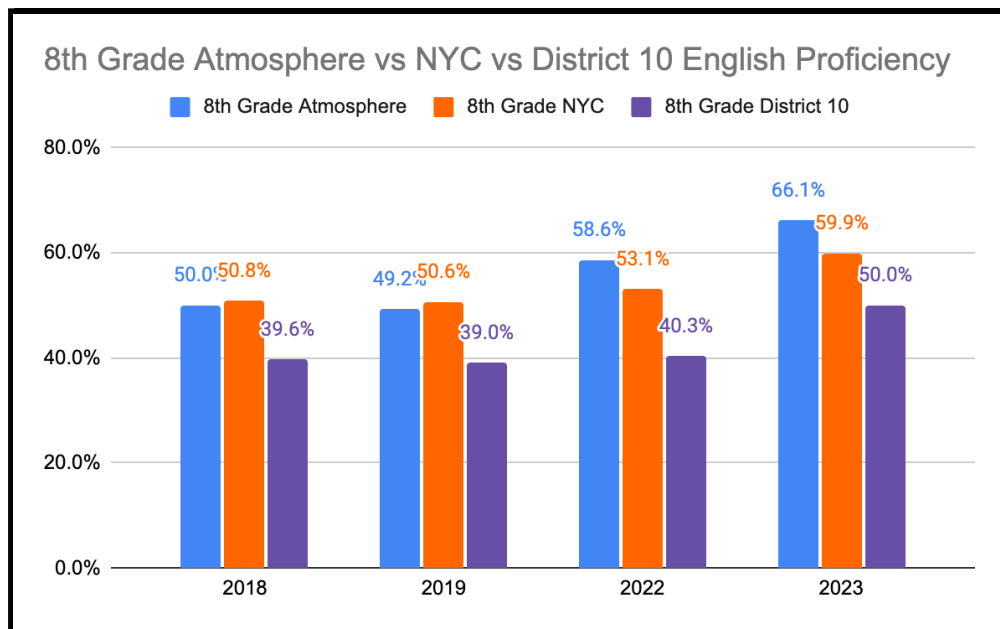
- SYSTEMS - systems for students and teachers across all content areas to reference and use to help norm and align a common, shared approach toward core tasks in thinking, reading, writing, and math
- ACHIEVEMENT PROGRAM - whole group Achievement Classes that go beyond the academic classes and academic intervention services; Achievement Classes are designed to specifically target and increase proficiency on the state test

ADDITIONAL CONTEXT AND EVIDENCE

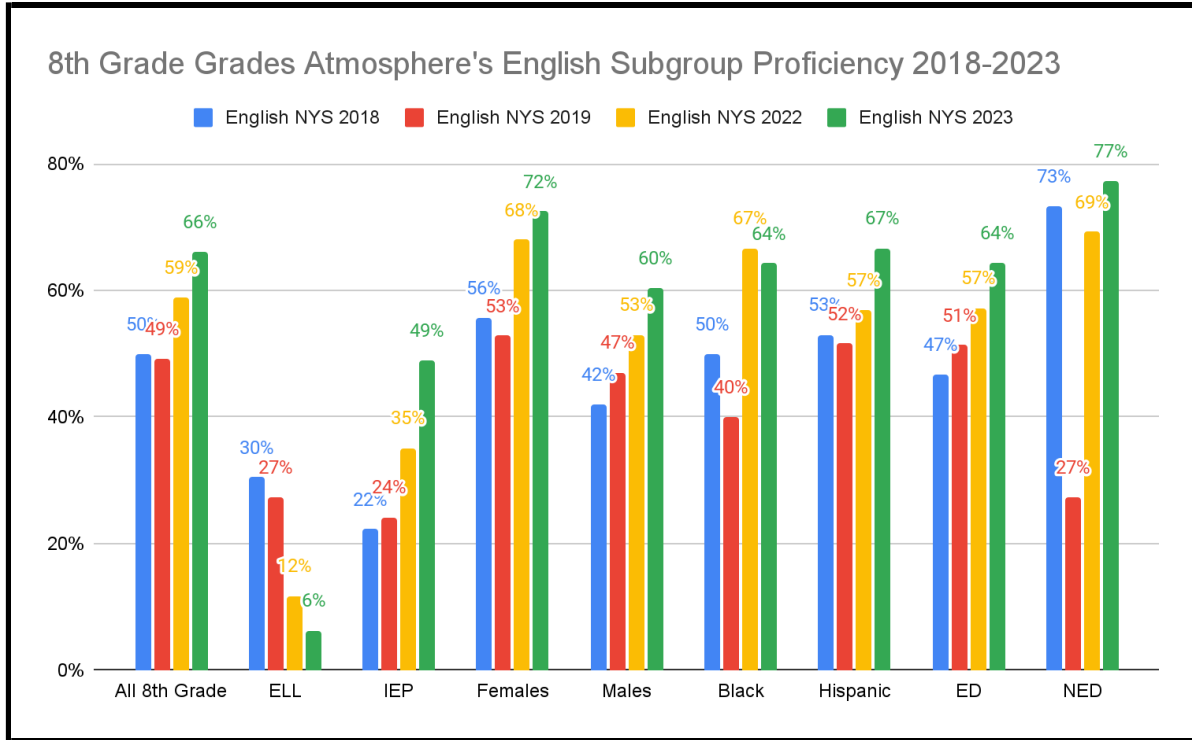
In addition to the overall comparison with proficiency rates for CSD 10, we have done some additional analysis on Atmosphere's performance on the 2023 ELA exam versus CSD and New York City averages, reviewing growth as well as overall proficiency.

8th Grade

In 2023, Atmosphere continued to outperform NYC and District 10 in 8th Grade English proficiency. Atmosphere's 8th grade cohort in 2018 started 0.8% behind NYC and 10.4% ahead District 10. Despite the interruption in students' education that resulted from the COVID-19 pandemic, Atmosphere's 8th grade cohort in 2023 finished 6.2% above NYC and 16.1% above District 10. Atmosphere had a net gain of 7.0% against NYC and 5.7% against District 10 in 5 years (two of which were COVID years).



Additionally, In 2023, almost each of the subgroup categories continued to outperform the pre-covid English proficiency scores. In 5 of the 7 subgroups, 2023 growth was 5% or more. Please note that ED represents scholars who are economically disadvantaged, while NED indicates that the group is not economically disadvantaged.

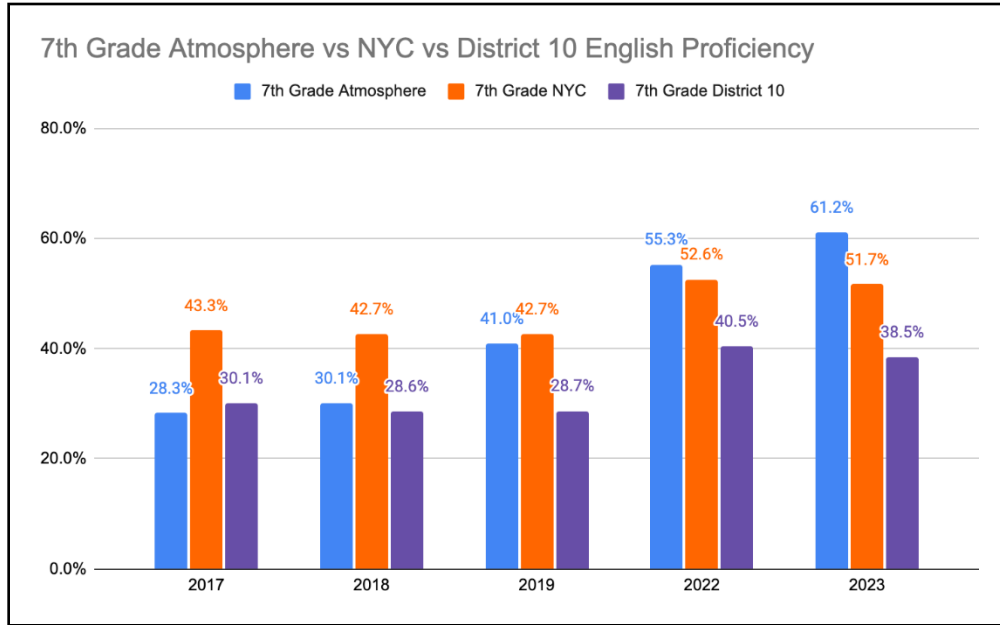


7th Grade

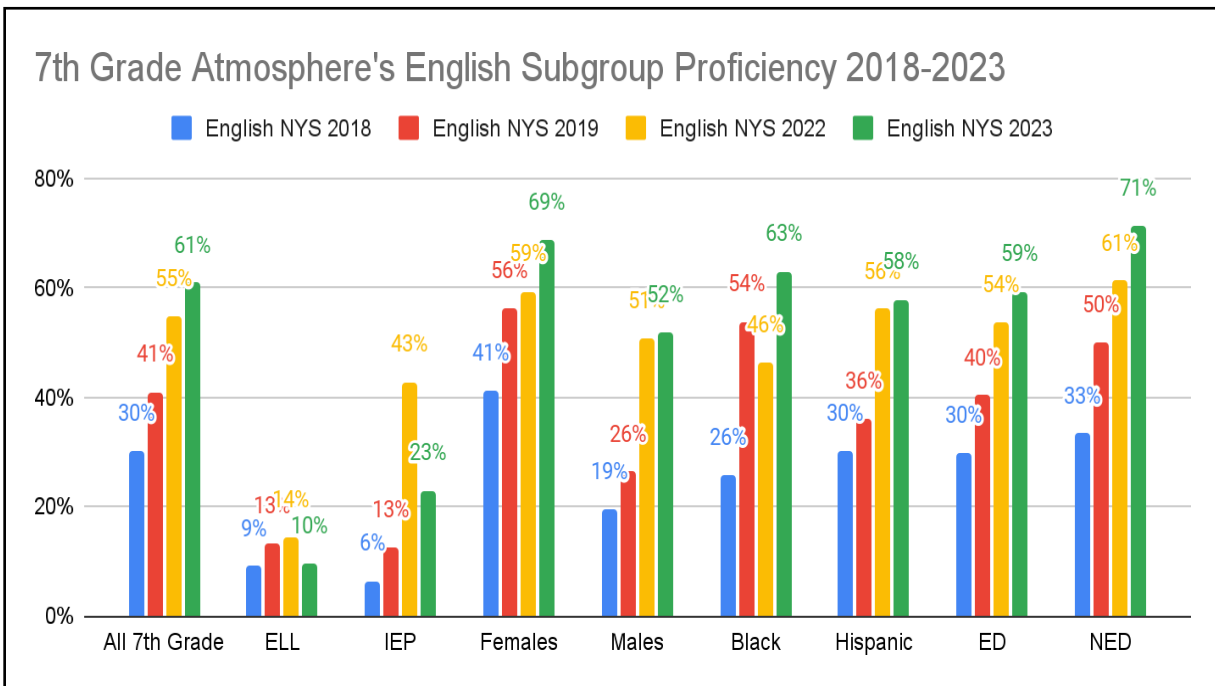
In 2023, Atmosphere continued to outperform NYC and District 10 in 7th Grade English proficiency, who both decreased in proficiency while Atmosphere increased again. Atmosphere has outperformed NYC and District 10 in 7th Grade English in terms of proficiency growth since 2017.

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 2023 finished 9.5% above NYC and 22.7% above District 10. Atmosphere had a net gain of 24.5% against NYC and 24.5% against District 10 in 6 years (two of which were COVID years).

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT



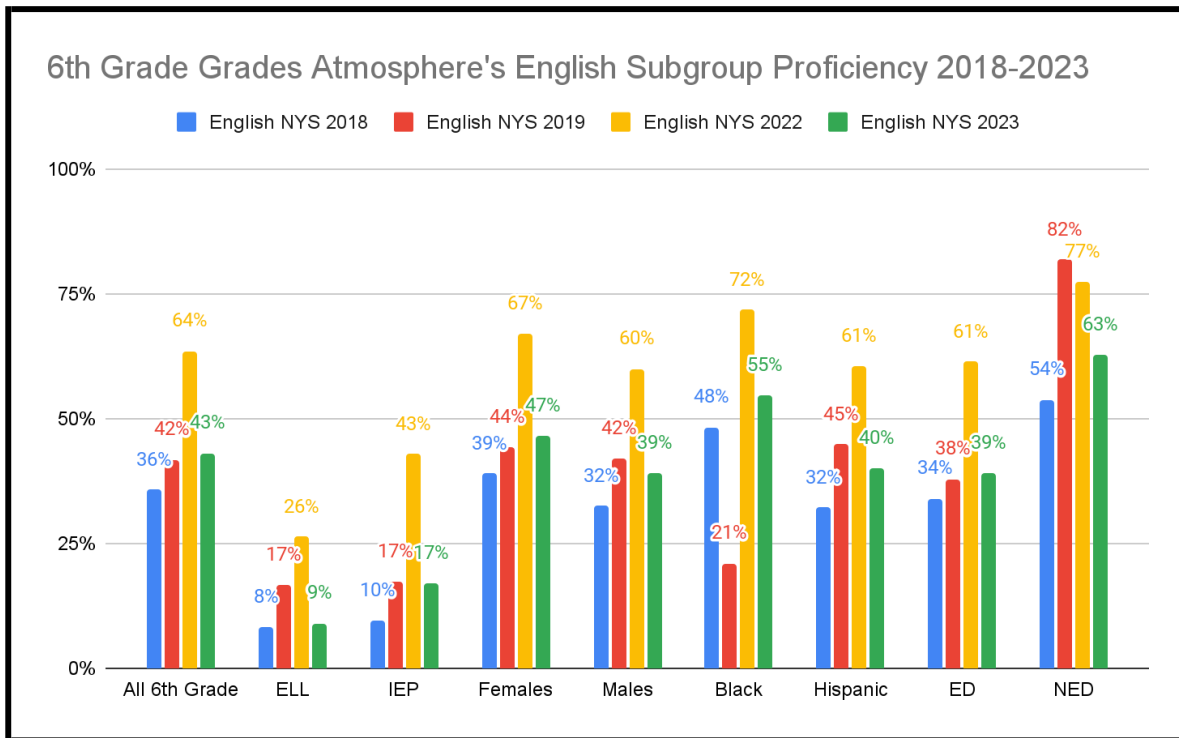
Additionally, In 2023, almost each of the subgroup categories continued to outperform the pre-covid English proficiency scores. In 5 of the 7 subgroups, 2023 improved from the previous year. Please note that ED represents scholars who are economically disadvantaged, while NED indicates that the group is not economically disadvantaged.



6th Grade

In 2023, Atmosphere outperformed District 10 in 6th Grade English proficiency. Since 2016, Atmosphere has outperformed 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 2023 finished 11.3% above District 10. Atmosphere had a net gain of 21.5% against NYC and 22.8% against District 10 in 7 years (two of which were COVID years).

Unfortunately, the 6th Grade subgroup performance does not illustrate the growth seen in grades 7 and 8. This outcome is not in alignment with the results gained in previous years. Atmosphere leaders are analyzing this data to determine the necessary steps to ensure this anomaly is not repeated. Please note that ED represents scholars who are economically disadvantaged, while NED indicates that the group is not economically disadvantaged.



ELA ACTION PLAN

Atmosphere Academy’s Leadership Team has continued to make critical improvements to the academic program to foster increased student achievement in the upcoming years. In 2022-2023, the changes focused on the strategic auditing and evaluation of all aspects of the school. The Quality Control Committee (QCC) strategically evaluated instruction. Classroom environments, student engagement, as well as operational and culture support. All leaders participated in this programmatic review so that the data analysis could lead to immediate changes. As a result, instructional and pedagogical supports were turnkeyed to staff through targeted feedback and the revision of procedures. The QCC was so successful

it has been enhanced for the 2023-2024 school year to include panel discussions with staff, more observations, and an easier way to disseminate feedback.

Atmosphere 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, and increased expectations of students and staff. It 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 2023-2024 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 process for the recruitment and hiring of the staff has been redesigned to utilize a committee model. The Staffing Committee members were curated to include the most successful team leaders. Together, their heightened lens and rigorous process led to our organizational history's strongest vetting of candidates. In addition, recruiting candidates now includes using OLAS and Latinos for Education, providing us with more highly qualified and certified candidates to choose from.

- 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 establishing a system for continued feedback through a Quality Control Committee (discussed above). Results from the committee's evaluation are provided to the teacher promptly. The feedback is utilized in coaching sessions, with aligned resources and goals established to improve instruction.
- Additional support for new hires was provided by the Instructional Leader, Grade Leader, and Teacher Mentor for the department to ensure the readiness of these new staff members.
- Atmosphere is creating a pipeline for future educators in all departments. The school has partnered with Manhattan College to welcome student teachers into middle and high school classrooms. While supporting future pedagogues, Atmosphere teachers get to polish their skills and gain exposure to new strategies. In addition, Atmosphere scholars benefit from additional support and individualized attention when an additional adult is there to facilitate.

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- Atmosphere has created a partnership with the Teaching Channel. This valuable resource includes a digital library showcasing the best pedagogical practices. Through the partnership, Atmosphere agreed to be recorded by the Teaching Channel. This process will allow the school to reflect on organizational strengths and provide a conduit to share best practices. A workflow was developed to fully utilize this resource to build teacher skill, self, and peer evaluation processes. Teachers will refine their skills through a strategic sequence of assignments by recording themselves, discussing their strengths and weaknesses with peers, and presenting resources.
- The school continues to support professional growth through generous match contributions to staff educational funds. As a result, a record number of teachers and leaders have returned to graduate school to earn advanced degrees.
- As Atmosphere continues to expand its program, the school will continue to build our partnership with the College Board. Teachers and administrators will participate in professional development to best prepare them to teach pre-AP and AP courses.
- Atmosphere has expanded its Instructional Leadership Team. The Leadership team for the English Department has been expanded to include Managers for the middle and high schools (as discussed above). These managers function under the direction of the English Director. 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 were 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 so successful 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 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. This model was so effective it will be continued in the 2023-2024 school year.

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- Curricular and Instructional Systems – In 2023 - 2024, 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 student growth against a standard on multiple occasions. It also better supports the entire instructional cycle (teach, assess, investigate data, identify areas of need, reteach, and reassess).
 - For the 2023-2024 school year, the English curriculum has been revised to include
 - Pre-AP coursework builds student capacity and vertically aligns expectations to Advanced Placement courses offered in the high school.
 - In addition, the reading list for all English classes has been revised to include more texts that engage the reader and promote a passion for reading. By selecting texts of greater interest to the scholars, Atmosphere hopes to enhance student literacy skills through more independent reading.
 - The Read180 program has been reintroduced to evaluate student skills and support increased student proficiency. The program is individualized to assess scholars and provide remediation based on their performance.
 - The English classes at the middle school have been revised to absorb the vocabulary curriculum from our former Linguistics classes. The singular English course in grades 6-8 will now include the objectives of both the English and English Linguistics courses. This decision was made to better align learning goals and content in addition to allocating more time for Atmosphere's Achievement program.
 - The grading policy continues to set a standard for the minimum number of assessments required so that student grades are a compilation of multiple tasks. This includes pre- and post-assessments developed by the department to measure growth over the year. Instructional Leaders will closely monitor entries to ensure adherence to this policy.
 - All students in grades 6 and 7 will receive 520 minutes of Humanities instruction per week, 520 minutes per week of STEM instruction, and 360 minutes of Achievement instruction per week. Atmosphere will continue to provide Art and World Language classes as electives for all scholars. 6th and 7th grade scholars will have 150 minutes of Health and Physical Education per week. Students on honors teams in the 8th grade will receive 400 minutes of Humanities instruction per week, plus 400 minutes per week of STEM instruction and 360 minutes of Achievement instruction. The additional 400 minutes are allocated for Algebra 1 Regents and Earth Science Regents courses. Students in all other 8th-grade teams will receive the same allocations listed above for the 6th and 7th Grades. The English and Math Achievement courses have been moved

to one-half day a week each. Students in all grades and teams will also receive 50 minutes of Advisory instruction.

- All grades 9-11 students receive an individualized schedule that exceeds the requirements for Advanced Regents diplomas. As discussed above, Atmosphere believes student progress comes through a “stage, not age” approach. As such, a scholar might be in a particular grade by their cohort year but may be in a different grade level’s courses based upon their credit acquisition. Students are placed in courses based on academic performance levels, credit accumulation, and Regents completion. Scholars are selected for early college and advanced placement programs using specific academic criteria, writing samples, and teacher recommendations. Scholars showing credit and skill deficits are scheduled for credit recovery or academic success lab courses. To fully prepare scholars for important examinations, Regents Achievement, Regents Prep and Saturday Academy (discussed in depth above), Advanced Placement preparation sessions, and SAT practice simulations are offered based on student needs.
- Intervention Systems – All special education instruction and academic intervention services are data-driven. Beyond the whole group setting, all students 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. In coordination with the Chief Learning Officer, the Grade Leaders 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 are 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 all students’ needs by identifying and remedying skill and standard deficiencies. This year, Atmosphere has adopted a centralized data platform that will collect and analyze key data points with each other, providing a more complete picture of performance for students, staff, and programs. The addition of a dedicated Data Team 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 and consistently taught across all related classrooms (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 implementing cultural norms and stringent classroom management procedures. Continuing our Merit and Demerit system will support the school’s restorative justice framework and policy adherence. The school will hold a restorative justice council that allows students 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 school attire, will promote a positive school culture. The school life team has been expanded to include a College and Career Leader, grade-level deans, guidance counselors, a social worker, and school aides. Atmosphere will provide professional development workshops for teachers in Classroom Management and the restorative justice model. Ongoing coaching will be given as needed to support the proper management techniques and best practices.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

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The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.¹⁰

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹¹

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

High School ELA Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

High School ELA Measure 3 - Absolute

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

¹⁰ Cohort Regents attainment in all subjects is based on students’ highest score regardless of the number of times a student sat for the exam.

¹¹ Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

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The Institute does not require charters to report on this measure for 2022-23.

High School ELA Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The Institute does not require charters to report on this measure for 2022-23.

High School ELA Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The Institute does not require charters to report on this measure for 2022-23.

High School ELA Measure 6 - Comparative

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The Institute does not require charters to report on this measure for 2022-23.

High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

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The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In the 2022-23 school year, Atmosphere Academy High School enrolled 9th and 10th Grade students only. Therefore, none of the Goal Measures in the chart below are applicable at this time.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

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Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
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EVALUATION OF HIGH SCHOOL ELA GOAL

In the 2022-23 school year, Atmosphere Academy High School enrolled 9th and 10th Grade students only. Therefore, none of the Goal Measures in the chart above are applicable at this time.

ADDITIONAL CONTEXT AND EVIDENCE

In the 2022-23 school year, Atmosphere Academy High School enrolled 9th and 10th Grade students only. Therefore, we are unable to provide additional context or evidence at this time.

ACTION PLAN

After the 2023-24 school year, we will be in a better position to gauge the strengths and weaknesses of our High School ELA program. Following a full program review and analysis of student data at that time, further action plans will be developed to ensure that improvements are made and any challenges are addressed.

GOAL 4: 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 6th Grade, teachers will extend the learning to develop understanding further using content later covered in 7th Grade. Whenever possible, instruction is spiraled to double back to previous standards. This return to earlier standards allows us to measure teacher effectiveness and student growth against a standard on multiple occasions. It also better supports the complete instructional cycle. Teachers focus on math literacy by providing various 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, 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. We aim for these strategies to work together to promote multiple literacies (English, math, and visual literacy).

The Mathematics Fluency courses are assigned by section to address scholars' needs. The enrichment sections serve scholars whose performance is at or above proficiency. The Enrichment course 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 to reinstruct and practice deficit skill areas. In 2017-2019, the school used the Math 180 program to address these needs. However, the leadership team has determined that this resource was not wholly effective, as teachers could not 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 course provide the support needed to master the content. The Mathematics Lab was temporarily suspended in the 2021-2022 school year. Instead, scholars participated in an additional Math Achievement period. This course, mentioned in the school overview section, supports scholars in test-taking strategies. This temporary change was made to address deficits resulting from lost instruction during the pandemic. In 2022-2023, the course evolved from Math Lab to Math Fluency, which now supports student deficits using Fishtank, a spiraled mathematics standard platform.

In addition to these two math courses, scholars continued to participate in an additional Math Achievement period. This course, mentioned in the school overview section, supports scholars in test-taking strategies. In Math Achievement, scholars honed their computation skills utilizing our Math systems to build proficiency on the state exams.

Atmosphere's high school Math Program builds on the solid foundation for math literacy and problem-solving developed in Atmosphere's middle school Math Program. This powerful scope and sequence of content knowledge and skill building prepare all students to read math fluently and use that understanding to problem-solve effectively. Moreover, it leverages the same math systems as the middle school (revised to meet high school standards) to help all students, especially newly arrived students to the high school, who did not benefit from Atmosphere's rigorous middle school Math Program. Every high school student is provided with an intensive orientation program that reintroduces them to the Math systems, rebuilds student mastery of them, and enhances students' application of them. The strong performance of Atmosphere's middle school students on the NYS Math Test in grades 6 through 8 demonstrates the value inherent in Atmosphere's middle school program.

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Atmosphere’s high school Math Program consists of two math tracks (Advanced Track and Regents Track), each offering two mathematics courses per year in grades 9 & 10. Regents Math Classes teach aligned NYS Learning Standards to prepare scholars for the Regents Examinations. Advanced Track courses include preparation for the Regents and related Advanced Placement Examinations and utilize the College Board curriculum.

- Regents Math is intentionally engineered to have all students achieve and exceed proficiency on the Regents Exam. The course teaches aligned New York State Next Generation Learning Standards and Atmosphere’s Math Systems to best prepare students for the exam, college, and careers.
- Pre-AP Math and AP Math are intended to have scholars achieve a level 4 or 5 on the Statistics, Calculus, or Trigonometry Advanced Placement Exams. The course teaches the approved College Board AP course curriculum.
- Math Lab is intended for Regents Track students in grades 9 and 10 who require additional Math intervention and amelioration. These courses provide more time on task for them to develop their skills and meet grade-level standards.
- Regents Achievement, Regents Prep and Saturday Academy prepares students to do their best on these required exams by practicing test strategies and applying Atmosphere’s mathematics systems (see description above).

The leadership of the Mathematics Department continues to include one Leader who supports the team in grades 6-11. However, we are expanding this leadership to have a Middle School Leader and a High School Leader. Similar to the English department, the Middle School Leader would support math instruction for grades 6-8, while the High School Leader would focus on grades 9-12. The Leaders would work together to vertically articulate the program and with the Officer team to strategically plan and make enhancements.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam Number of Students Tested and Not Tested									
Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3									
4									

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5									
6	280	0	5	0	0	0	0	0	285
7	272	0	4	0	0	0	1	0	277
8	232	1	11	0	0	2	3	0	240
All	784	1	11	0	0	2	4	0	802

Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3						
4						
5						
6	280	129	46%	0	N/A	N/A
7	272	160	59%	196	126	64%
8	232	142	61%	198	123	62%
All	784	431	55%	394	249	63%

Math Measure 2 - Absolute

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. Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

Math Measure 3 - 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 all students in the same tested grades in the school district of comparison.

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.

2022-23 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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	N/A	0	27%	3018

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7	64%	196	32%	2969
8	62%	198	32%	2146
All	63%	394	30%	8133

Math Measure 4 - 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.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3				
4				
5				
6	TBD	TBD	TBD	TBD
7	TBD	TBD	TBD	TBD
8	TBD	TBD	TBD	TBD
All	TBD	TBD	TBD	TBD

TBD

Math Measure 5 - 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.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school 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-

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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	2023 Actual Math % Proficient	2022 Actual Math % Proficient	2021 Projected Math % Proficient	2019 Actual Math % Proficient
6th Grade	46%	34.7%	40.7%	58.5%
7th Grade	59%	42.1%	61.2%	39.6%
8th Grade	61%	35.3%	62.4%	45.9%
All	55%	37.4%	54.8%	47.9%

SUMMARY OF THE MATHEMATICS GOAL

AAPCS did not meet the one Absolute Measure applicable at this time. We did meet one of the Comparative Measures, but we are not able to assess the other measure. The Growth Measure is also not applicable at this time, as noted below.

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.	NO
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.	YES
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.	TBD
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

EVALUATION OF THE MATHEMATICS GOAL

Of the 802 students enrolled at Atmosphere at the time of testing, all but 218 took the 2022-23 NYS Math exam. Overall, 55% of tested students attained a Level 3 or Level 4 on the exam. Of the total enrolled students, 394 of the 7th and 8th Grade students were enrolled in their second year at the school, and 63% of these students attained proficiency at these levels.

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 63% of second-year students receiving a Level 3 or Level 4 score, the school missed the target by 12 percentage points but saw a growth of 24 percentage points from 2021-22. The 7th Grade students were 11 percentage points below the target of 75%, and the 8th Grade students at 62% fell short by 13 percentage points.

On the 2022-23 NYS Math exam, 30% of the 6th through 8th Grade students in NYC CSD 7 received Level 3 or Level 4 scores. In comparison, 63% of AAPCS students enrolled in at least their second year reached proficiency, exceeding the District by 33 percentage points. Scores for AAPCS 7th Graders exceeded the district scores for the grade by 32 percentage points while our 8th Graders surpassed their district peers by 30 percentage points. Scores for 6th Grade cannot be compared, as 6th Grade students at the school were only enrolled in their first year.

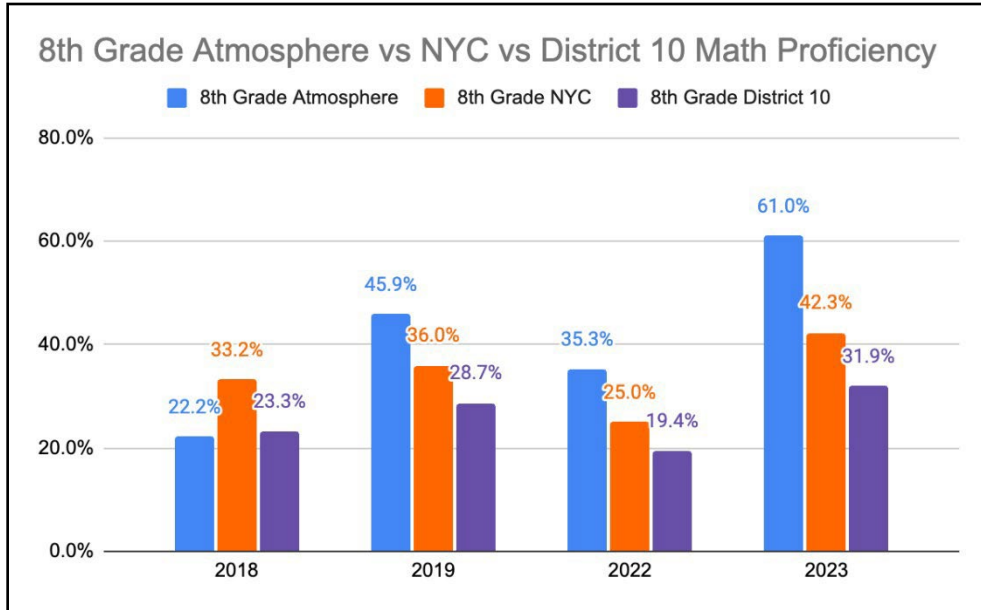
ADDITIONAL CONTEXT AND EVIDENCE

In addition to overall comparison with proficiency rates for CSD 10, we have done some analysis on Atmosphere's performance on the 2022 Math 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.

8th Grade

In 2023, Atmosphere continued to outperform NYC and District 10 in 8th Grade Math proficiency and growth. Atmosphere's 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 2023 finished 18.7% above NYC and 29.1% above District 10. Atmosphere had a net gain of 29.7% against NYC and 30.2% against District 10 in 5 years (two of which were COVID years). In fact, Atmosphere's 2023 8th grade reached the highest 8th grade proficiency.

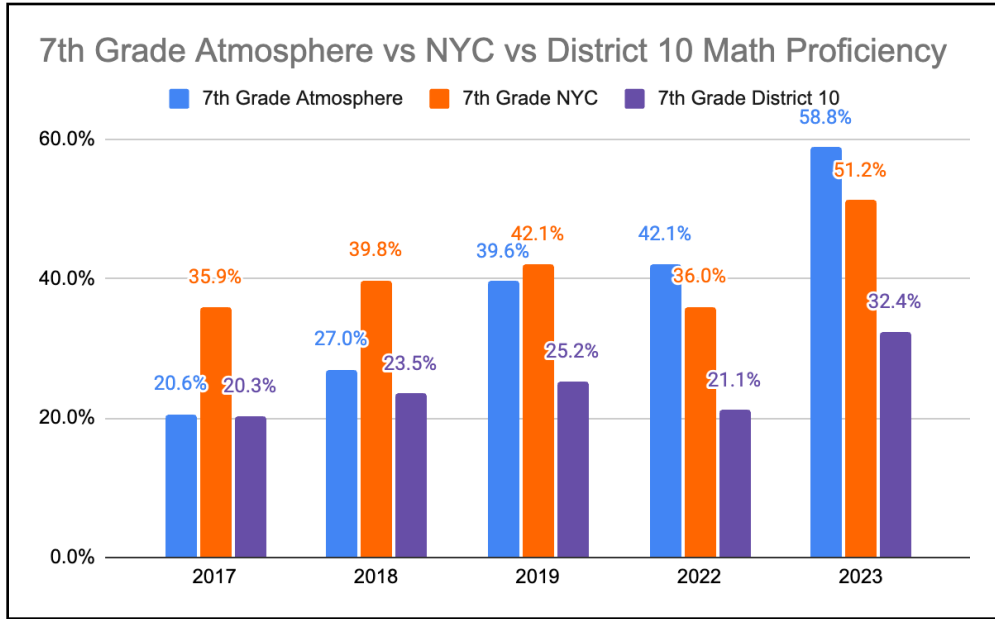


Additionally, in 2023, all but one of the subgroup categories continued to outperform the pre-covid Math proficiency scores. In 6 of the 7 subgroups, 2023 growth was 13% or more. Our IEP subgroup made the most gains from the previous year, rising to 41% proficient from 8% the previous year. Please note that ED represents scholars who are economically disadvantaged, while NED indicates that the group is not economically disadvantaged.

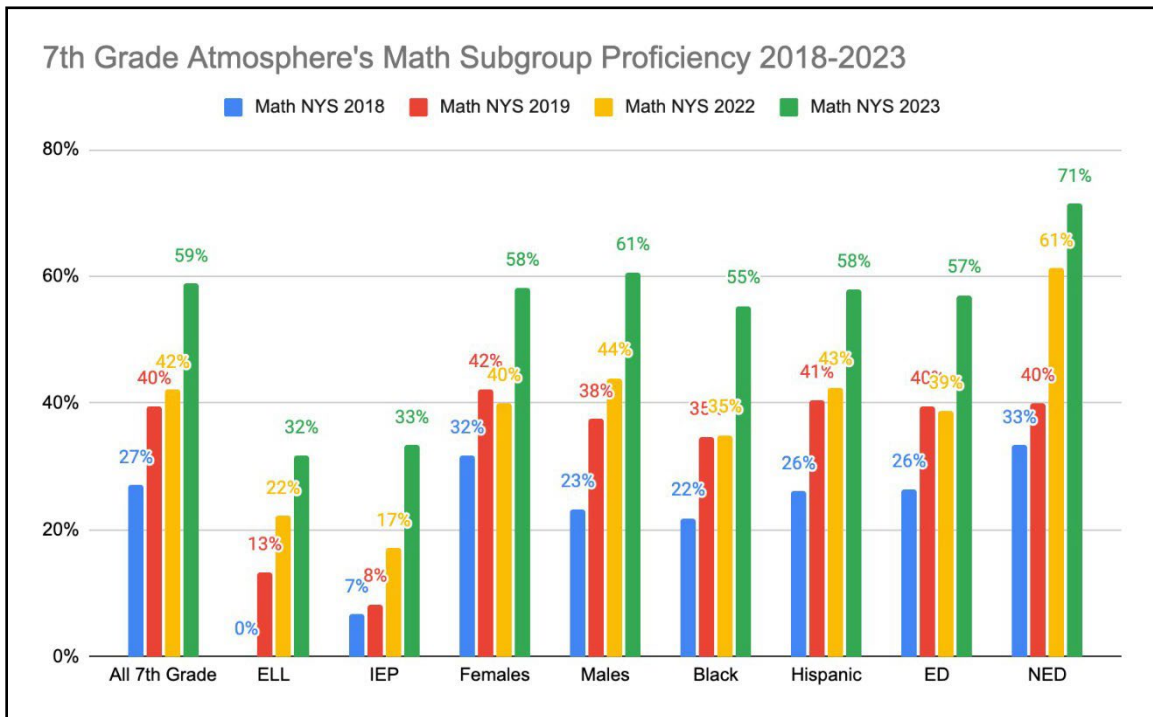
7th Grade

In 2023, Atmosphere continued to outperform NYC and District 10 in 7th Grade Math proficiency and growth. 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 2023 finished 7.6% above NYC and 26.4% above District 10. Atmosphere had a net gain of 22.9% against NYC and 26.1% against District 10 in 6 years (two of which were COVID years). In fact, Atmosphere’s 2023 7th grade reached the highest 7th grade proficiency.

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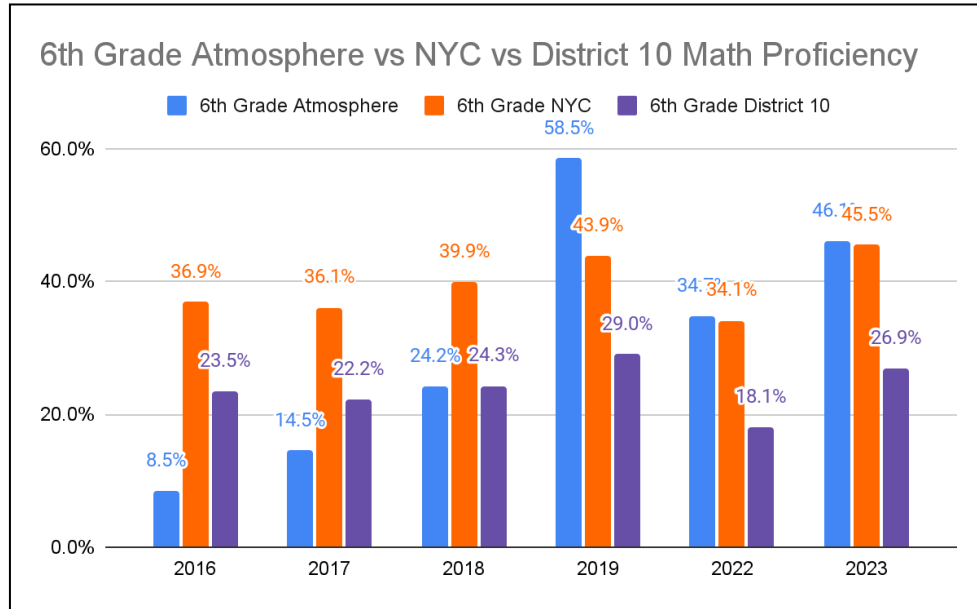


Additionally, in 2023, all of the subgroup categories continued to outperform the pre-covid Math proficiency scores. In all 7 subgroups, 2023 growth was 10% or more. Our Black subgroup made the most gains from the previous year, rising to 55% proficient from 35% the previous year. Please note that ED represents scholars who are economically disadvantaged, while NED indicates that the group is not economically disadvantaged.



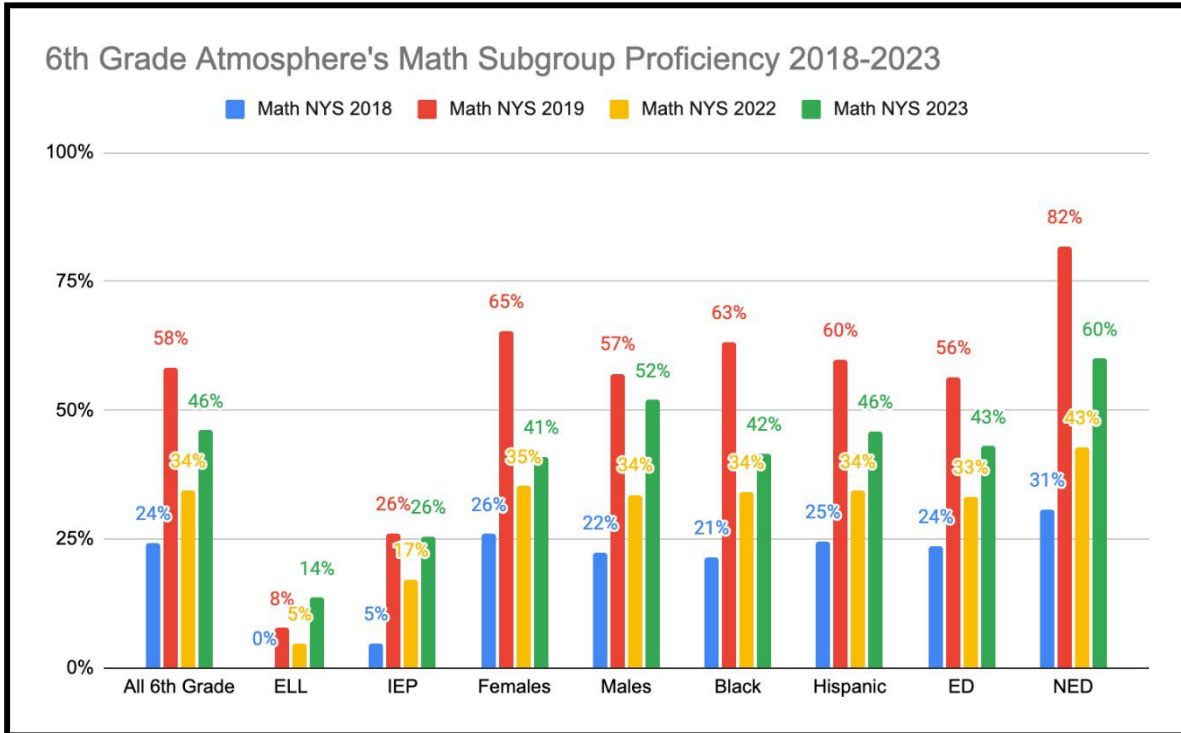
6th Grade

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 2023 finished 0.6% above NYC and 19.2% above District 10. Atmosphere had a net gain of 29.0% against NYC and 34.2% against District 10 in 7 years (two of which were COVID years).



Additionally, In 2023, all of the subgroup categories continued to outperform the pre-covid Math proficiency scores. In all 7 subgroups, 2023 growth was 8% or more. Our Hispanic subgroup made the most gains from the previous year, rising to 46% proficient from 34% the previous year. Please note that ED represents scholars who are economically disadvantaged, while NED indicates that the group is not economically disadvantaged.

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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.

Performance on a Regents Mathematics Exam Of 8th 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
8	2022-23	Algebra I	84.62%	104

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 8th 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.

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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 I Regents	2018	2019	2020	2021	2022	2023
Total Proficient	72%	93%	N/A	92.3%	75%	84.62%
Total Levels 4 & 5	11%	39.5%	N/A	30.7%	13.75%	8.65%

Atmosphere will continue to set a goal of above 50% advanced proficiency to align with our academic goals for the high school. 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. The midline data was applied more robustly throughout his year, allowing support to be adjusted as needed. Additional Algebra Regents Prep sessions were provided to accomplish this need while addressing content and skill deficits identified on the midline. The summer program was expanded to provide small-group targeted instruction before retesting in August. Of the scholars tested 90% of the 8th graders who retested improved their scores.

MATHEMATICS ACTION PLAN

Atmosphere Academy's Leadership Team has continued to make critical improvements to the academic program to foster increased student achievement in the upcoming years. In 2022-2023, the changes focused on the strategic auditing and evaluation of all aspects of the school. The Quality Control Committee (QCC) strategically evaluated instruction. Classroom environments, student engagement, as well as operational and culture support. All leaders participated in this programmatic review so that the data analysis could lead to immediate changes. As a result, instructional and pedagogical supports were turnkeyed to staff through targeted feedback and the revision of procedures. The QCC was so successful it has been enhanced for the 2023-2024 school year to include panel discussions with staff, more observations, and an easier way to disseminate feedback.

Atmosphere 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 students, and increased expectations of students and staff. It 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 2023-2024 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 process for the recruitment and hiring of the staff has been redesigned to utilize a committee model. The Staffing Committee members were curated to include the most successful team leaders. Together, their heightened lens and rigorous process led to our organizational history's strongest vetting of candidates. In addition, recruiting candidates now includes using OLAS and Latinos for Education, providing us with more highly qualified and certified candidates to choose from.

- 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 establishing a system for continued feedback through a Quality Control Committee (discussed above). Results from the committee's evaluation are provided to the teacher promptly. The feedback is utilized in coaching sessions, with aligned resources and goals established to improve instruction.
- Additional support for new hires was provided by the Instructional Leader, Grade Leader, and Teacher Mentor for the department to ensure the readiness of these new staff members.
- Atmosphere is creating a pipeline for future educators in all departments. The school has partnered with Manhattan College to welcome student teachers into middle and high school classrooms. While supporting future pedagogues, Atmosphere teachers get to polish their skills and gain exposure to new strategies. In addition, Atmosphere scholars benefit from additional support and individualized attention when an additional adult is there to facilitate.
- Atmosphere has created a partnership with the Teaching Channel. This valuable resource includes a digital library showcasing the best pedagogical practices. Through the partnership, Atmosphere agreed to be recorded by the Teaching Channel. This process will allow the school to reflect on organizational strengths and provide a conduit to share best practices. A workflow to build teachers' skills was developed to fully utilize this resource. Teachers will review their work through self and peer reflection assignments. Through scaffolded monthly deliverables, teachers will refine their skills by recording themselves, discussing their strengths and weaknesses with peers, and presenting resources.

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- The school continues to support professional growth through generous match contributions to staff educational funds. As a result, a record number of teachers and leaders have returned to graduate school to earn advanced degrees.
- As Atmosphere continues to expand its program, the school will continue to build our partnership with the College Board. Teachers and administrators will participate in professional development to best prepare them to teach pre-AP and AP courses.
- Atmosphere has expanded its Instructional Leadership Team. The Leadership team for the Math Department has been expanded to include Managers for the middle and high schools (as discussed above). These managers function under the direction of the Math Director. 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 were 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 so successful 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 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. This model was so effective it will be continued in the 2023-2024 school year.
- Curricular and Instructional Systems – In 2023 - 2024, 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 student growth against a standard on multiple occasions. It also better supports the entire instructional cycle (teach, assess, investigate data, identify areas of need, reteach, and reassess).
 - For the 2023-2024 school year, the Math curriculum has been revised to include

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- Pre-AP coursework builds student capacity and vertically aligns expectations to Advanced Placement courses offered in the high school.
- The math classes at the middle school have been revised to absorb the curriculum from our former Math Lab classes. The singular Math course in grades 6-8 will now include the objectives of the Math and Math Lab courses. This decision was made to align learning goals and content better and allocate more time for Atmosphere's Achievement program.
- The grading policy continues to set a standard for the minimum number of assessments required so that student grades are a compilation of multiple tasks. This includes pre- and post-assessments developed by the department to measure growth over the year. Instructional Leaders will closely monitor entries to ensure adherence to this policy.
- All students in grades 6 and 7 will receive 520 minutes of Humanities instruction per week, 520 minutes per week of STEM instruction, and 360 minutes of Achievement instruction per week. Atmosphere will continue to provide Art and World Language classes as electives for all scholars. 6th and 7th grade scholars will have 150 minutes of Health and Physical Education per week. Students on honors teams in the 8th grade will receive 400 minutes of Humanities instruction per week, plus 400 minutes per week of STEM instruction and 360 minutes of Achievement instruction. The additional 400 minutes are allocated for Algebra 1 Regents and Earth Science Regents courses. Students in all other 8th-grade teams will receive the same allocations listed above for the 6th and 7th Grades. The English and Math Achievement courses have been moved to one-half day a week each. Students in all grades and teams will also receive 50 minutes of Advisory instruction.
- All grades 9-11 students receive an individualized schedule that exceeds the requirements for Advanced Regents diplomas. As discussed above, Atmosphere believes student progress comes through a "stage, not age" approach. As such, a scholar might be in a particular grade by their cohort year but may be in a different grade level's courses based upon their credit acquisition. Students are placed in courses based on academic performance levels, credit accumulation, and Regents completion. Scholars are selected for early college and advanced placement programs using specific academic criteria, writing samples, and teacher recommendations. Scholars showing credit and skill deficits are scheduled for credit recovery or academic success lab courses. To fully prepare scholars for important examinations, Regents Achievement, Regents Prep and Saturday Academy (discussed in depth above), Advanced Placement preparation sessions, and SAT practice simulations are offered based on student needs.
- Intervention Systems – All special education instruction and academic intervention services are data-driven. Beyond the whole group setting, all students 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. In coordination with the Chief Learning Officer, the Grade Leaders 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 are 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 all students' needs by identifying and remedying skill and standard deficiencies. This year, Atmosphere has adopted a centralized data platform that will collect and analyze key data points with each other, providing a more complete picture of performance for students, staff, and programs. The addition of a dedicated Data Team 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 and consistently taught across all related classrooms (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

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- 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 implementing cultural norms and stringent classroom management procedures. Continuing our Merit and Demerit system will support the school's restorative justice framework and policy adherence. The school will hold a restorative justice council that allows students 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 school attire, will promote a positive school culture. The school life team has been expanded to include a College and Career Leader, grade-level deans, guidance counselors, a social worker, and school aides. Atmosphere will provide professional development workshops for teachers in Classroom Management and the restorative justice model. Ongoing coaching will be given as needed to support the proper management techniques and best practices.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

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The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on a Regents Exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

High School Math Measure 3 - Absolute

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s 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 2022-23.

High School Math Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The Institute does not require charters to report on this measure for 2022-23.

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The Institute does not require charters to report on this measure for 2022-23.

High School Math Measure 6 - Comparative

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The Institute does not require charters to report on this measure for 2022-23.

High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the mathematics requirement for graduation.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In the 2022-23 school year, Atmosphere Academy High School enrolled 9th and 10th Grade students only. Therefore, none of the Goal Measures in the chart below are applicable at this time.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

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Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

In the 2022-23 school year, Atmosphere Academy High School enrolled 9th and 10th Grade students only. Therefore, none of the Goal Measures in the chart above are applicable at this time.

ADDITIONAL CONTEXT AND EVIDENCE

In the 2022-23 school year, Atmosphere Academy High School enrolled 9th and 10th Grade students only. Therefore, we are unable to provide additional context or evidence at this time.

ACTION PLAN

After the 2023-24 school year, we will be in a better position to gauge the strengths and weaknesses of our High School Math program. Following a full program review and analysis of student data at that time, further action plans will be developed to ensure that improvements are made and any challenges are addressed.

GOAL 5: SCIENCE

Students will demonstrate high levels of achievement in science.

BACKGROUND

Since the opening of AAPCS, the Science Department has followed a discipline specific model: 6th Grade Physical Science, 7th Grade Life Science, and 8th Grade Earth Science with a heavy spiral review to prepare students for the NYS 8th grade science exam. During the use of this model, NYS was under the

old Science Learning Standards. During the 2019-2020 school year, the 6th Grade curriculum was adjusted to meet the new New York State P-12 Science Learning Standards. The 7th Grade curriculum was adjusted during the 2020-2021 school year to address these standards. The 8th 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 8th Grade Honors students in the 2021-2022 school year. As a result of this addition, scholars in this track take 8th 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 8th Grade science program also consists of Achievement for the NY State 8th grade exam as well as the Earth Science Regents. This program is designed to prepare scholars for the NYS exams. with content that is spiraled to include the three middle school disciplines (Earth Science, Life Science, and Physical Science) covered as well as some 5th Grade content. Similarly, Achievement for the Regents reviews the content tested and also 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.

High School Science

Atmosphere's high school Science Program emphasizes inquiry-based and multimodal learning, and science application, which helps to facilitate the creative and critical thinking, and collaborative leadership skills built in the middle school program. Teachers continue to build these skills through inquiry-based scientific discovery. Scholars perform experiments, create and evaluate theories, and investigate various phenomena in the natural world. This powerful scope and sequence of content knowledge and skill-building prepares all students to perform on the highest level possible.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Atmosphere’s high school Science Program consists of two tracks (Advanced Track and Regents Track).

- Regents Science is intentionally engineered to have all students achieve and exceed proficiency on the Regents Exams. The course teaches aligned New York State Next Generation Learning Standards as well as Atmosphere’s English and Science Systems to best prepare students for the exams as well as college and careers.
- Advanced Track Science courses are intended to simultaneously prepare scholars for the Regents and Advanced Placement exams by aligning similar content established by the College Board and NYS Board of Regents. Through this program, scholars aim to achieve a level 4 or 5 on the Environmental Science, Biology, Chemistry and Physics 1 Advanced Placement Exams as well as advanced proficiency on the aligned Regents Exams.
- All scholars regardless of track, take a Lab class that provides laboratory experience in conjunction with the course content. Scholars will participate in both actual hands-on and simulated laboratory experiences and document their experiments in laboratory reports. Scholars are required to include data, artifacts, and extensive evidence-based summaries of their hypotheses, experiments, and conclusions in their reports.
- Two science electives are offered to scholars who have already completed their science graduation requirements. In 2023-2024 scholars were able to take classes in veterinary and criminal science.
- To fully prepare scholars for important examinations, Regents Achievement, Regents Prep, and Saturday Academy (discussed in depth above), Advanced Placement preparation sessions, and SAT practice simulations are offered based on student needs.

In the 2022-2023 school year, the leadership of the department was increased to include a Director and 2 managers. The middle school manager supports science instruction for grades 6-8 and the high school manager supports science instruction for grades 9-12. The Director works with the officer team to strategically enhance the academic program. This distributed leadership model has allowed the department to develop the high school program while maintaining strong instruction in the middle school.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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.

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2022-23 State Science Exam
By Students Enrolled in At Least Their 2nd Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

4			
8	199	99	50%
All	199	99	50%

Science Measure 2 - Comparative

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 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 and the results for the respective grades in the school district of comparison.

2022-23 State Science Exam Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4						
8	199	99	50%	TBD	TBD	TBD
All	199	99	50%	TBD	TBD	TBD

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Of the two measures of progress in Science for which we are accountable in 2022-23, Atmosphere Academy did not achieve the Absolute Measure and is unable to assess the Comparative Measure as CSD 10 scores are not yet available.

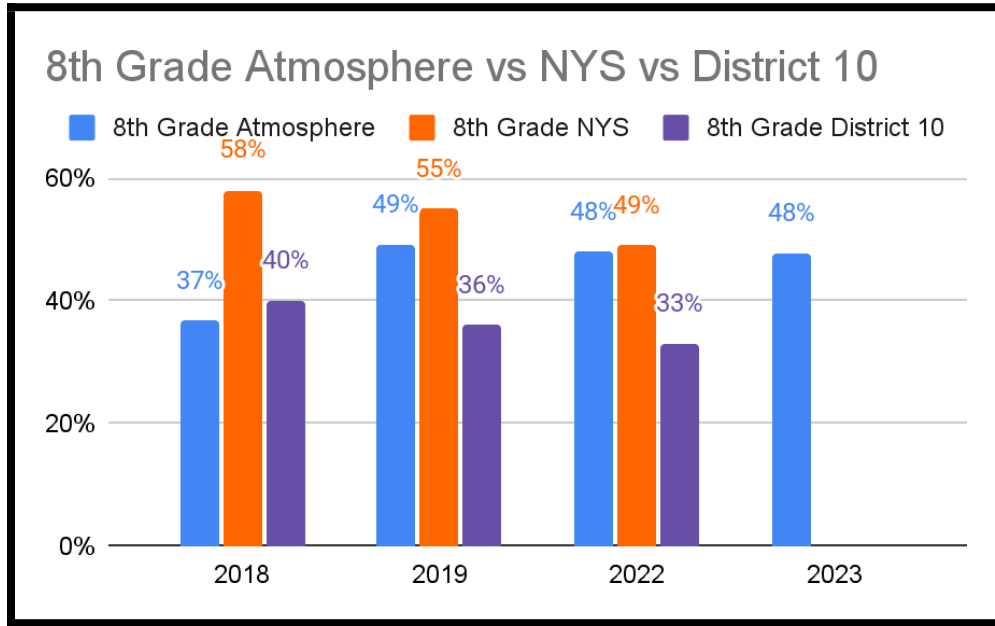
Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	NO
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Unable to Assess

EVALUATION OF THE SCIENCE GOAL

Of all students who took the 2023 Science exam, 50% of students who have been enrolled in the school for at least two years scored a Level 3 or 4, missing the target of 75% by 25 percentage points.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Atmosphere’s 8th Grade cohort in 2018 started 21% behind NYS and 3% behind District 10. Despite the interruption in students’ education that resulted from the COVID-19 pandemic, Atmosphere’s 8th Grade cohort in 2022 finished only 1% below NYS and 15% above District 10. Unlike released results for English and Math results, we are unable to find released proficiency percentages for NYS or NYC. However, Atmosphere’s 8th Grade cohort was able to maintain 48% proficiency in 2023.



ADDITIONAL CONTEXT AND EVIDENCE

Atmosphere Academy offered the Earth Science Regents to its 8th 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 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Percent Passing
8	2018-19	N/A	0	N/A
8	2021-22	Earth Science	77	69% (88% with waiver)
8	2022-23	Earth Science	105	62% (84% with waiver)

ACTION PLAN

Atmosphere Academy's Leadership Team has continued to make critical improvements to the academic program to foster increased student achievement in the upcoming years. In 2022-2023, the changes focused on the strategic auditing and evaluation of all aspects of the school. The Quality Control Committee (QCC) strategically evaluated instruction. Classroom environments, student engagement, as well as operational and culture support. All leaders participated in this programmatic review so that the data analysis could lead to immediate changes. As a result, instructional and pedagogical supports were turnkeyed to staff through targeted feedback and the revision of procedures. The QCC was so successful it has been enhanced for the 2023-2024 school year to include panel discussions with staff, more observations, and an easier way to disseminate feedback.

Atmosphere 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 students, and increased expectations of students and staff. It 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 2023 - 2024 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 process for the recruitment and hiring of the staff has been redesigned to utilize a committee model. The Staffing Committee members were curated to include the most successful team leaders. Together, their heightened lens and rigorous process led to our organizational history's strongest vetting of candidates. In addition, recruiting candidates now includes using OLAS and Latinos for Education, providing us with more highly qualified and certified candidates to choose from.

- 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 establishing a system for continued feedback through a Quality Control Committee (discussed above). Results from the committee's evaluation are provided to the teacher promptly. The feedback is utilized in coaching sessions, with aligned resources and goals established to improve instruction. The science department regularly participates in Professional Development through the Urban Advantage program. This organization provides access to science-

based institutions throughout the city and supports classroom instruction and school and parent events.

- Additional support for new hires was provided by the Instructional Leader, Grade Leader, and Teacher Mentor for the department to ensure the readiness of these new staff members.
- Atmosphere is creating a pipeline for future educators in all departments. The school has partnered with Manhattan College to welcome student teachers into middle and high school classrooms. While supporting future pedagogues, Atmosphere teachers get to polish their skills and gain exposure to new strategies. In addition, Atmosphere scholars benefit from additional support and individualized attention when an additional adult is there to facilitate.
- Atmosphere has created a partnership with the Teaching Channel. This valuable resource includes a digital library showcasing the best pedagogical practices. Through the partnership, Atmosphere agreed to be recorded by the Teaching Channel. This process will allow the school to reflect on organizational strengths and provide a conduit to share best practices. A workflow to build teachers' skills was developed to fully utilize this resource. Teachers will review their work through self and peer reflection assignments. Through scaffolded monthly deliverables, teachers will refine their skills by recording themselves, discussing their strengths and weaknesses with peers, and presenting resources.
- The school continues to support professional growth through generous match contributions to staff educational funds. As a result, a record number of teachers and leaders have returned to graduate school to earn advanced degrees.
- As Atmosphere continues to expand its program, the school will continue to build our partnership with the College Board. Teachers and administrators will participate in professional development to best prepare them to teach pre-AP and AP courses.
- 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 were 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 so successful 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 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. This model was so effective it will be continued in the 2023-2024 school year.

- Curricular and Instructional Systems – In 2023 - 2024, 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 student growth against a standard on multiple occasions. It also better supports the entire instructional cycle (teach, assess, investigate data, identify areas of need, reteach, and reassess).
 - For the 2023-2024 school year, the Science curriculum has been revised to include
 - Pre-AP coursework builds student capacity and vertically aligns expectations to Advanced Placement courses offered in the high school.
 - Student lab experiences within the class period.
 - The grading policy continues to set a standard for the minimum number of assessments required so that student grades are a compilation of multiple tasks. This includes pre- and post-assessments developed by the department to measure growth over the year. Instructional Leaders will closely monitor entries to ensure adherence to this policy.
 - All students in grades 6 and 7 will receive 520 minutes of Humanities instruction per week, 520 minutes per week of STEM instruction, and 360 minutes of Achievement instruction per week. Atmosphere will continue to provide Art and World Language classes as electives for all scholars. 6th and 7th grade scholars will have 150 minutes of Health and Physical Education per week. Students on honors teams in the 8th grade will receive 400 minutes of Humanities instruction per week, plus 400 minutes per week of STEM instruction and 360 minutes of Achievement instruction. The additional 400 minutes are allocated for Algebra 1 Regents and Earth Science Regents courses. Students in all other 8th-grade teams will receive the same allocations listed above for the 6th and 7th Grades. The English and Math Achievement courses have been moved to one-half day a week each. Students in all grades and teams will also receive 50 minutes of Advisory instruction.
 - All grades 9-11 students receive an individualized schedule that exceeds the requirements for Advanced Regents diplomas. As discussed above, Atmosphere believes student progress comes through a “stage, not age” approach. As such, a scholar might be in a particular grade by their cohort year but may be in a different grade level’s courses based upon their credit acquisition. Students are placed in courses based on academic performance levels, credit accumulation, and Regents completion. Scholars

are selected for early college and advanced placement programs using specific academic criteria, writing samples, and teacher recommendations. Scholars showing credit and skill deficits are scheduled for credit recovery or academic success lab courses. To fully prepare scholars for important examinations, Regents Achievement, Regents Prep and Saturday Academy (discussed in depth above), Advanced Placement preparation sessions, and SAT practice simulations are offered based on student needs.

- Intervention Systems – All special education instruction and academic intervention services are data-driven. Beyond the whole group setting, all students 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. In coordination with the Chief Learning Officer, the Grade Leaders 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 are 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 all students’ needs by identifying and remedying skill and standard deficiencies. This year, Atmosphere has adopted a centralized data platform that will collect and analyze key data points with each other, providing a more complete picture of performance for students, staff, and programs. The addition of a dedicated Data Team 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 and consistently taught across all related classrooms (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:

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- 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 implementing cultural norms and stringent classroom management procedures. Continuing our Merit and Demerit system will support the school's restorative justice framework and policy adherence. The school will hold a restorative justice council that allows students 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 school attire, will promote a positive school culture. The school life team has been expanded to include a College and Career Leader, grade-level deans, guidance counselors, a social worker, and school aides. Atmosphere will provide professional development workshops for teachers in Classroom Management and the restorative justice model. Ongoing coaching will be given as needed to support the proper management techniques and best practices.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered exam(s). This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2019	2022-23	N/A	N/A	N/A	N/A
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High School Science Measure 2 - Comparative

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The Institute does not require charters to report on this measure for 2022-23

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

In the 2022-23 school year, Atmosphere Academy High School enrolled 9th and 10th Grade students only. Therefore, none of the Goal Measures in the chart below are applicable at this time.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

In the 2022-23 school year, Atmosphere Academy High School enrolled 9th and 10th Grade students only. Therefore, none of the Goal Measures in the chart above are applicable at this time.

ADDITIONAL CONTEXT AND EVIDENCE

In the 2022-23 school year, Atmosphere Academy High School enrolled 9th and 10th Grade students only. Therefore, we are unable to provide additional context or evidence at this time.

ACTION PLAN

After the 2023-24 school year, we will be in a better position to gauge the strengths and weaknesses of our High School Science program. Following a full program review and analysis of student data at that time, further action plans will be developed to ensure that improvements are made and any challenges are addressed.

GOAL 6: SOCIAL STUDIES

Students will demonstrate high levels of achievement in Social Studies.

BACKGROUND

Atmosphere’s high school Social Studies Program builds on the solid foundation in literacy and critical argument made in the middle school Program. Teachers continue to develop these skills through close reading of varied sources and eliciting responses from different historical viewpoints. Scholars investigate and evaluate events in the context of their historical, political, and geographic impact. This powerful scope and sequence of content knowledge and skill-building prepares all students to read, write, and critically analyze events on the highest level possible.

Atmosphere’s high school Social Studies Program consists of two tracks (Advanced Track and Regents Track), each offering one course per year.

- Regents Social Studies is intentionally engineered to have all students achieve and exceed proficiency on the Regents Exams. The course teaches aligned New York State Next Generation Learning Standards and Atmosphere’s English & Social Studies Systems to best prepare students for the exams and college and careers.
- Advanced Track Social Studies courses are intended to simultaneously prepare scholars for the Regents and Advanced Placement exams by aligning similar content established by the College Board and NYS Board of Regents. Through this program, scholars aim to achieve a level 4 or 5 on the US History and World History: Modern Advanced Placement Exams and advanced proficiency on the aligned Regents Exams.

Social Studies Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

Social Studies Measure 2 - Comparative

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The Institute does not require charters to report on this measure for 2022-23.

Social Studies Measure 3 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

Social Studies Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The Institute does not require charters to report on this measure for 2022-23.

SUMMARY OF THE SOCIAL STUDIES GOAL

In the 2022-23 school year, Atmosphere Academy High School enrolled 9th and 10th Grade students only. Therefore, none of the Goal Measures in the chart below are applicable at this time.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents	N/A

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	exam by the completion of their fourth year in the cohort.	
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

In the 2022-23 school year, Atmosphere Academy High School enrolled 9th and 10th Grade students only. Therefore, none of the Goal Measures in the chart above are applicable at this time.

ADDITIONAL CONTEXT AND EVIDENCE

In the 2022-23 school year, Atmosphere Academy High School enrolled 9th and 10th Grade students only. Therefore, we are unable to provide additional context or evidence at this time.

ACTION PLAN

After the 2023-24 school year, we will be in a better position to gauge the strengths and weaknesses of our High School Social Studies program. Following a full program review and analysis of student data at that time, further action plans will be developed to ensure that improvements are made and any challenges are addressed.

GOAL 7: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Local Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

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

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

BRONX, NEW YORK

AUDITED FINANCIAL STATEMENTS

AND

INDEPENDENT AUDITOR'S REPORT

JUNE 30, 2023

(With Comparative Totals for 2022)



BUSINESS
ADVISORS
AND CPAS

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BUSINESS
ADVISORS
AND CPAS

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, 2023, 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, 2023, 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.

Change in Accounting Principle

As discussed in Note A to the financial statements, during the year ended June 30, 2023, the entity adopted new accounting guidance related to accounting for leases. Our opinion is not modified with respect to this matter.

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, 2022 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 31, 2022. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2022 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 September 27, 2023 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.

Rochester, New York
September 27, 2023

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2023

(With Comparative Totals for 2022)

<u>ASSETS</u>	<u>June 30,</u>	
	<u>2023</u>	<u>2022</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 57,756	\$ 82,920
Grants and contract receivables	825,364	231,851
Contributions and other receivables	-	1,086
Prepaid expenses and other current assets	<u>95,636</u>	<u>169,475</u>
TOTAL CURRENT ASSETS	978,756	485,332
<u>PROPERTY AND EQUIPMENT, net</u>	3,161,064	2,514,152
<u>OTHER ASSETS</u>		
Right-of-use assets - finance	226,735	-
Right-of-use assets - operating	10,646,986	-
Cash in escrow	75,119	75,104
Deposits	<u>472,913</u>	<u>257,913</u>
TOTAL ASSETS	<u>\$ 15,561,573</u>	<u>\$ 3,332,501</u>
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 2,315,897	\$ 1,407,295
Current portion of loans from related parties	229,000	150,000
Current portion of deferred lease incentive	25,507	38,261
Current portion of lease liabilities - operating	2,055,936	-
Current portion of lease liabilities - finance	<u>81,606</u>	<u>-</u>
TOTAL CURRENT LIABILITIES	4,707,946	1,595,556
<u>OTHER LIABILITIES</u>		
Long-term loans from related party	-	60,000
Deferred lease incentive	-	25,507
Deferred lease liability	-	402,237
Finance lease liabilities, net of current portion	145,129	-
Operating lease liabilities, net of current portion	<u>8,911,559</u>	<u>-</u>
OTHER LIABILITIES	<u>9,056,688</u>	<u>487,744</u>
TOTAL LIABILITIES	<u>13,764,634</u>	<u>2,083,300</u>
<u>NET ASSETS</u>		
Without donor restrictions	<u>1,796,939</u>	<u>1,249,201</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 15,561,573</u>	<u>\$ 3,332,501</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, 2023
(With Comparative Totals for 2022)

	<u>Year ended June 30,</u>	
	<u>2023</u>	<u>2022</u>
Revenue, gains and other support:		
Public school district:		
Resident student enrollment	\$ 19,206,224	\$ 10,974,603
Students with disabilities	2,294,000	1,526,691
Grants and contracts:		
State and local	50,217	59,242
Federal - Title and IDEA	887,736	725,858
Federal - other	2,588,844	1,742,659
NYC DOE Rental assistance	<u>3,531,701</u>	<u>3,260,917</u>
TOTAL REVENUE, GAINS AND OTHER SUPPORT	28,558,722	18,289,970
 Expenses:		
Program services:		
Regular education	16,481,365	11,246,295
Special education	<u>6,217,935</u>	<u>4,144,401</u>
TOTAL PROGRAM SERVICES	22,699,300	15,390,696
Management and general	<u>5,326,506</u>	<u>2,621,941</u>
TOTAL OPERATING EXPENSES	<u>28,025,806</u>	<u>18,012,637</u>
 SURPLUS FROM SCHOOL OPERATIONS	532,916	277,333
 Support and other revenue:		
Contributions:		
Individuals	2,792	1,052
Sublease rental income	12,000	12,000
Interest income	<u>30</u>	<u>78</u>
TOTAL SUPPORT AND OTHER REVENUE	<u>14,822</u>	<u>13,130</u>
 CHANGE IN NET ASSETS	547,738	290,463
 Net assets at beginning of year	<u>1,249,201</u>	<u>958,738</u>
NET ASSETS AT END OF YEAR	<u>\$ 1,796,939</u>	<u>\$ 1,249,201</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, 2023
(With Comparative Totals for 2022)

	No. of Positions June 30, 2023	Year ended June 30,						2022
		2023			2022			
		Program Services			Supporting Services			
	Regular Education	Special Education	Sub-total	Management and General	Sub-total	Total	Total	
Personnel services costs:								
Administrative staff personnel	40	\$ 2,156,952	\$ 554,098	\$ 2,711,050	\$ 2,805,540	\$ 2,805,540	\$ 5,516,590	\$ 3,122,468
Instructional personnel	100	6,211,454	2,773,082	8,984,536	-	-	8,984,536	5,401,579
Total salaries and wages	140	8,368,406	3,327,180	11,695,586	2,805,540	2,805,540	14,501,126	8,524,047
Fringe benefits and payroll taxes		2,115,628	841,149	2,956,777	709,272	709,272	3,666,049	2,008,725
Retirement		142,304	56,578	198,882	47,708	47,708	246,590	346,926
Legal services		-	-	-	102,715	102,715	102,715	54,854
Accounting/Audit services		-	-	-	34,700	34,700	34,700	32,400
Other Purchased/Professional/Consulting Services		263,150	104,625	367,775	330,409	330,409	698,184	611,284
Building rent		1,483,721	589,910	2,073,631	497,423	497,423	2,571,054	2,425,279
Repairs and maintenance		420,589	167,221	587,810	141,004	141,004	728,814	515,298
Insurance		95,080	37,803	132,883	31,876	31,876	164,759	101,334
Utilities		82,915	32,966	115,881	27,798	27,798	143,679	100,054
Supplies/Materials		473,102	121,535	594,637	-	-	594,637	476,544
Equipment/Furnishings		56,919	17,357	74,276	6,518	6,518	80,794	55,830
Staff development		20,806	5,348	26,154	8	8	26,162	66,365
Marketing/Recruitment		205,949	81,883	287,832	69,045	69,045	356,877	253,056
Technology		270,167	107,415	377,582	126,256	126,256	503,838	253,812
Food service		116,671	29,971	146,642	-	-	146,642	111,673
Student services		1,731,954	444,921	2,176,875	-	-	2,176,875	1,200,686
Office expense		89,028	35,397	124,425	213,530	213,530	337,955	195,139
Depreciation and amortization		507,272	201,685	708,957	170,065	170,065	879,022	611,941
Other		37,704	14,991	52,695	12,639	12,639	65,334	67,390
		<u>\$ 16,481,365</u>	<u>\$ 6,217,935</u>	<u>\$ 22,699,300</u>	<u>\$ 5,326,506</u>	<u>\$ 5,326,506</u>	<u>\$ 28,025,806</u>	<u>\$ 18,012,637</u>

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

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2023
(With Comparative Totals for 2022)

	<u>Year ended June 30,</u>	
	<u>2023</u>	<u>2022</u>
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ 547,738	\$ 290,463
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation and amortization	879,022	611,941
Changes in certain assets and liabilities affecting operations:		
Grants and contract receivables	(593,513)	119,101
Contributions and other receivables	1,086	12,333
Prepaid expenses and other current assets	73,839	(26,976)
Deposits	(215,000)	-
Accounts payable and accrued expenses	844,942	187,867
Deferred lease incentive	(38,261)	63,768
Lease liabilities, net of right-of-use assets	(81,728)	8,021
NET CASH PROVIDED FROM OPERATING ACTIVITIES	1,418,125	1,266,518
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	(1,462,274)	(1,174,677)
NET CASH USED FOR INVESTING ACTIVITIES	(1,462,274)	(1,174,677)
<u>CASH FLOWS - FINANCING ACTIVITIES</u>		
Borrowings from a related parties	629,000	350,000
Repayments to a related parties	(610,000)	(500,000)
NET CASH PROVIDED FROM (USED FOR) FINANCING ACTIVITIES	19,000	(150,000)
NET DECREASE IN CASH AND RESTRICTED CASH	(25,149)	(58,159)
Cash and restricted cash at beginning of year	158,024	216,183
CASH AND RESTRICTED CASH AT END OF YEAR	<u>\$ 132,875</u>	<u>\$ 158,024</u>
<u>SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION</u>		
Cash paid during the year for interest	<u>\$ 11,644</u>	<u>\$ 14,620</u>
<u>NON-CASH OPERATING AND INVESTING ACTIVITIES</u>		
Purchases of property and equipment included in accounts payable and accrued expenses	<u>\$ 63,660</u>	<u>\$ 221,981</u>

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

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2023

(With Comparative Totals for 2022)

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 started as 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 serving grade 9th and 10th in the 2022-2023 school year, and an additional grade each year thereafter until full.

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, 2023 or 2022.

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, 2023 and 2022 consisted of the following:

	<u>2023</u>	<u>June 30,</u> <u>2022</u>
Cash	\$ 57,756	\$ 82,920
Cash in escrow	<u>75,119</u>	<u>75,104</u>
	<u>\$ 132,875</u>	<u>\$ 158,024</u>

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2023

(With Comparative Totals for 2022)

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:

	<u>2023</u>	<u>June 30,</u> <u>2022</u>	<u>2021</u>
Contracts receivable	\$ 245,547	\$ 35,237	\$ 58,425

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2023

(With Comparative Totals for 2022)

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, 2023 or 2022. The Charter School received cost-reimbursement grants of approximately \$80,348 and \$2,536,987 that have not been recognized at June 30, 2023 and 2022, 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, 2023 or 2022.

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, 2023 or 2022.

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, 2023

(With Comparative Totals for 2022)

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

Deferred rent 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 liability at June 30, 2022.

Leases

The Charter School leases space in New York City and equipment and determines if an arrangement is a lease at inception. Operating and finance leases are included in operating lease right-of-use (ROU) assets, other current liabilities, and operating lease liabilities on the accompanying statements of financial position. Finance leases are included in property and equipment, other current liabilities, and other long-term liabilities on the accompanying statements of financial position.

ROU assets represent the Charter School's right to use an underlying asset for the lease term and lease liabilities represent the obligation to make lease payments arising from the lease. Operating and finance lease ROU assets and liabilities are recognized at commencement date based on the present value of lease payments over the lease term. As most of the leases do not provide an implicit rate, the Charter School uses a risk-free rate based on the information available at commencement date in determining the present value of lease payments. The operating and finance lease ROU assets also include any lease payments made and excludes lease incentives. The lease terms may include options to extend or terminate the lease when it is reasonably certain that the Charter School will exercise that option. Lease expense for operating lease payments is recognized on a straight-line basis over the lease term, and for finance leases, as amortization expense and interest expense.

The Charter School's lease agreements do not contain any material residual value guarantees or material restrictive covenants.

Contributed services

The Charter School 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, 2023 and 2022.

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, 2020 through June 30, 2023 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.

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2023

(With Comparative Totals for 2022)

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

Marketing costs

The Charter School expenses marketing costs as they are incurred. Total marketing and recruiting costs approximated \$356,900 and \$253,100 for the years ended June 30, 2023 and 2022, 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.

Adoption of new accounting standard - 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 ROU assets and lease liabilities on the balance sheet. 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 adopted ASC 842 with the date of initial application of July 1, 2022.

The Charter recognized and measured leases existing at July 1, 2022 (the beginning of the period of adoption) through a cumulative effect adjustment, with certain practical expedients available. Lease disclosures for the year ended June 30, 2022 are made under prior lease guidance in FASB ASC 840.

As part of the adoption of ASC 842, the Charter School elected practical expedients to account for the existing operating leases as operating leases under the new guidance, without reassessing (a) whether the contracts contain leases under the new standard; (b) whether classification of capital leases or operating leases would be different in accordance with the new guidance; or (c) whether the unamortized initial direct costs before transition adjustments would have met the definition of initial direct costs in the new guidance at lease commencement.

As a result of the adoption of the new lease accounting guidance, the Charter School recognized on July 1, 2022 operating lease liabilities of \$12,919,505, which represents the present value of the remaining operating lease payments of \$14,152,628, discounted using a weighted average risk-free rate of 2.90%, and the right-of-use asset of \$12,517,268. On July 1, 2022, the Charter School also recognized finance lease liabilities of \$317,918, which represents the present value of the remaining operating lease payments of \$336,690, discounted using a weighted average risk-free rate of 2.86%, and the right-of-use asset of \$317,918.

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2023

(With Comparative Totals for 2022)

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

New accounting pronouncement – credit losses

In June 2016 the FASB issued ASU 2016-13, "Financial Instruments – Credit Losses (Topic 326): Measurement of Credit Losses on Financial Instruments" (ASU 2016-13), which requires entities to use a new impairment model referred to as the current expected credit losses (CECL) model rather than incurred losses. The new standard affects accounting for loans, accounts (trade) receivable, held-to-maturity debt securities, and other financial assets included in the scope. For non-public entities, the new standard is effective for fiscal years beginning after December 15, 2022, including interim periods within those fiscal years. 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 September 27, 2023, which is the date the financial statements are available to be issued. See Note J.

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 2023 and 2022.

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, 2023 and 2022:

	June 30,	
	<u>2023</u>	<u>2022</u>
Cash	\$ 57,756	\$ 82,920
Grants and contract receivables	825,364	231,851
Contributions and other receivables	<u>-</u>	<u>1,086</u>
Total financial assets available to management for general expenditures within one year	<u>\$ 883,120</u>	<u>\$ 315,857</u>

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2023

(With Comparative Totals for 2022)

NOTE C: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	<u>2023</u>	June 30, <u>2022</u>
Furniture and fixtures	\$ 689,940	\$ 616,771
Office and classroom equipment	335,590	283,491
Leasehold improvements	4,167,806	2,895,376
Software	35,994	35,994
Computers and equipment	659,496	510,195
Construction in progress	<u>-</u>	<u>21,065</u>
	5,888,826	4,362,892
Less accumulated depreciation	<u>2,727,762</u>	<u>1,848,740</u>
	<u>\$ 3,161,064</u>	<u>\$ 2,514,152</u>

NOTE D: LEASES

The Charter School currently leases its three facilities from third parties with monthly payments of approximately \$210,000 through June 2029. The leases have various remaining lease terms ranging from 4 to 7 years. The Charter School has three finance leases for office equipment. The leases have various remaining lease terms ranging from 2 to 5 years. Total lease expense for the years ended June 30, 2023 and 2022 was approximately \$2,571,000 and \$2,425,000, respectively.

The Charter School has two sublease agreements for certain facilities for the use of the space during summer months and after school. Sublease rental income for these agreements for both the years ended June 30, 2023 and 2022 approximated \$12,000.

In May 2023, the Charter School entered into a new lease agreement for additional space requiring initial monthly installments of \$242,485, beginning July 2023 through June 2058; this is not included below.

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2023

(With Comparative Totals for 2022)

NOTE D: LEASES, Cont'd

A summary of operating and finance lease right-of-use assets and liabilities at June 30, 2023 are as follows:

	<u>Statement of Financial Position Classification</u>	
<u>Assets</u>		
Finance lease	Other Assets	\$ 226,735
Operating lease	Other Assets	<u>10,646,986</u>
		<u>\$ 10,873,721</u>
<u>Liabilities</u>		
Current:		
Finance lease	Current liabilities	\$ 81,606
Operating lease	Current liabilities	2,055,936
Non-current:		
Finance lease	Other liabilities	145,129
Operating lease	Other liabilities	<u>8,911,559</u>
		<u>\$ 11,194,230</u>

The components of lease expense were as follows:

Finance lease cost:		
Amortization of right-of-use assets		\$ 91,183
Interest on lease liabilities		<u>7,920</u>
	Total finance lease costs	99,103
Operating lease cost		<u>2,301,810</u>
	Total lease cost	<u>\$ 2,400,913</u>

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2023

(With Comparative Totals for 2022)

NOTE D: LEASES, Cont'd

As of June 30, 2023, minimum payments due for operating and finance lease liabilities are as follows:

	<u>Finance leases</u>	<u>Operating leases</u>	<u>Total</u>
2024	\$ 86,930	\$ 2,385,476	\$ 2,472,406
2025	62,582	2,408,560	2,471,142
2026	54,965	2,296,060	2,351,025
2027	33,110	1,750,309	1,783,419
2028	-	1,750,309	1,750,309
Thereafter	<u>-</u>	<u>1,260,103</u>	<u>1,260,103</u>
Total lease payments	237,587	11,850,817	12,088,404
Less: Interest	<u>(10,852)</u>	<u>(883,322)</u>	<u>(894,174)</u>
Present value of lease liabilities	<u>\$ 226,735</u>	<u>\$ 10,967,495</u>	<u>\$ 11,194,230</u>

Supplemental Information for the year ended June 30, 2023:

Cash paid for amounts included in the measurement of lease liabilities:

Operating cash flows paid for finance leases	\$ 99,103
Operating cash flows paid for operating leases	\$ 2,301,810

Right-of-use assets obtained in exchange for new lease liabilities (non-cash):

Finance leases	\$ 317,918
Operating leases	\$ 12,517,268

Weighted-average remaining lease term:

Finance leases	3.39 years
Operating leases	6.00 years

Weighted-average discount rate:

Finance leases	2.86%
Operating leases	2.90%

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2023

(With Comparative Totals for 2022)

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, 2023 and 2022, 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, 2023 and 2022, approximately 88% and 86%, 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 \$247,000 and \$347,000 to the Plan for the years ended June 30, 2023 and 2022, respectively.

NOTE H: DEFERRED LEASE INCENTIVE

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, 2023 and 2022. Approximately \$26,000 is expected to be recognized for the year ending June 30, 2024.

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.

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2023

(With Comparative Totals for 2022)

NOTE J: RELATED PARTY TRANSACTIONS

Loans from related parties is summarized as follows:

	<u>June 30,</u>	
	<u>2023</u>	<u>2022</u>
Note payable to a Board Trustee in one installment of principal and interest at prime plus 100 basis points, which resets annually (9.25% at June 30, 2023) through July 2023. This loan was repaid in full subsequent to year end.	\$ 100,000	\$ -
Note payable to Atmosphere Foundation in one installment of principal and interest at prime plus 100 basis points, which resets annually (9.25% at June 30, 2023) through July 2023. This loan was repaid in full subsequent to year end.	65,000	-
Note payable to Atmosphere Foundation in one installment of principal and interest at prime plus 100 basis points, which resets annually (9.25% at June 30, 2023) through July 2023. This loan was repaid in full subsequent to year end.	64,000	-
Notes repaid in 2023	<u>-</u>	<u>210,000</u>
	229,000	210,000
Less current portion	<u>229,000</u>	<u>150,000</u>
	<u>\$ -</u>	<u>\$ 60,000</u>

The Charter School also received and repaid a note in the amount of \$400,000 to a Board Trustee during the year ended June 30, 2023.

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, 2023 and 2022.

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2023

(With Comparative Totals for 2022)

NOTE K: NET ASSETS

Net assets without donor restrictions are as follows:

	June 30,	
	<u>2023</u>	<u>2022</u>
Undesignated	\$ (1,364,125)	\$ (1,264,951)
Invested in property and equipment	<u>3,161,064</u>	<u>2,514,152</u>
	<u>\$ 1,796,939</u>	<u>\$ 1,249,201</u>

NOTE L: ACCOUNTING IMPACT OF COVID-19 OUTBREAK

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 \$2,536,986 and \$1,661,855 of revenue relative to ESSER grants during the years ended June 30, 2023 and 2022, respectively. The Charter School has \$80,348 of Title grants still available through August 31, 2023 as of June 30, 2023.

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

REPORT TO THE FINANCE COMMITTEE

JUNE 30, 2023



BUSINESS
ADVISORS
AND CPAS



BUSINESS
ADVISORS
AND CPAS

September 27, 2023

Finance Committee
Atmosphere Academy Public Charter School

We have audited the financial statements of Atmosphere Academy Public Charter School as of and for the year then ended June 30, 2023, and have issued our report thereon dated September 27, 2023. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit

As communicated in our engagement letter dated June 22, 2023, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in conformity with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of Atmosphere Academy Public Charter School solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, and our firm have complied with all relevant ethical requirements regarding independence. Safeguards in place to eliminate or reduce threats to independence to an acceptable level include a skilled, knowledgeable and experienced Board Treasurer who reviews the draft financial statements prior to issuance and accepts responsibility for them.

Significant Risks Identified

We have identified the following significant risks:

- The potential for management override of controls.
- The potential for improper revenue recognition.
- The potential for misappropriation of assets by unauthorized credit card purchases.
- The potential for grants to be improperly tagged with inappropriate expenditures.
- The potential for journal entries lacking support to be made in error or fraud.

Professional auditing standards require that we identify and assess risks and design and perform our audit procedures to assess those risks. The identification of a risk does not mean that it has occurred, but rather it has the potential to impact the financial statements.

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by Atmosphere Academy Public Charter School is included in Note A to the financial statements. As described in Note A to the financial statements, during the year, the Charter School adopted new guidance for leases (ASC 842). No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimates affecting the financial statements are the allocations of operating expenses to program expenses, management and general expenses, and fundraising expenses and the collectability of grants receivable. We evaluated the key factors and assumptions used to develop the estimates and determined that they are reasonable in relation to the basic financial statements taken as a whole.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting Atmosphere Academy Public Charter School's financial statements relate to revenue and support recognition, which is referred to in the notes of the financial statements.

Significant Difficulties Encountered during the Audit

We are pleased to report we encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards also require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. In addition, professional standards require us to communicate to you all material, corrected misstatements that were brought to the attention of management as a result of our audit procedures. There were no corrected or uncorrected misstatements identified during our audit.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to Atmosphere Academy Public Charter School's financial statements or the auditor's report. We are pleased to report no such disagreements arose during the course of the audit.

Representations Requested from Management

We have requested certain written representations from management, which are included in the management representation letter.

Management’s Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings or Issues

In the normal course of our professional association with Atmosphere Academy Public Charter School, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, business conditions affecting the entity, and business plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as Atmosphere Academy Public Charter School’s auditors.

* * * * *

Should you desire further information concerning these matters, Shelby Stenson will be happy to meet with you at your convenience.

This report is intended solely for the information and use of the Board of Trustees, Finance Committee and management of Atmosphere Academy Public Charter School and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,



✓ ✓

MENGEL, METZGER, BARR & CO. LLP

SUNY Charter Schools Institute
Budget Narrative

Education Corporation Name: Atmosphere Academy Publi Fiscal Contact:
Date: 6/27/23 Name: Ralph Zottola
2023-2024 Email: rzottola@mmjllp.com

1. What steps has the education corporation taken to ensure it has enacted a conservative budget?

AAPCS has embedded flexibility into its Fiscal Year June 30, 2024 budget by implementing a COVID-19 Contingency of 3% of total budgeted expenses, or \$1.06 million on top of the FY 23-24 expense budget, in case of any unexpected/unforseen expenses or lower enrollment.

2. How much of the education corporation's tier two of the ESSER funds would be spent by September 30, 2023? How much of the tier three ESSER funds does the education corporation plan to spend by September 30, 2024?

3. How does the education corporation ensure the sustainability of programs enacted through the use of ESSER funding once ESSER funding period ends?

**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 **D** **No**

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

Father of Colin J. Greene, Founder and CEO 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?

D **Yes** **0** **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?

0 Yes **0** 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?

D 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
Ongoing	Lender to Atmosphere for past several years.	Total transparency to SUNY and Atmosphere's trustees. All loans and interest payments found 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.

Business Telephone:

914-525-5984

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

[REDACTED SIGNATURE] *J. J. Greene* *6/25/2023*

Signature **Date**

Acceptable signature formats include:

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

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

Trustee Name:

Colin Greene

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.

Jesse Greene is both a Trustee/Treasurer of the school and is 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 2022-2023 school year, my salary as CEO was \$335,686. 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

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
7/9/2022	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.

Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

[REDACTED]

7/3/2023

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:
T2v1Bar-David

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?

D Yes **00** 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?

D Yes **00** 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**.

VI 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

— J

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.

Business Telephone:

[Redacted]

Business Address:

[Redacted]

E-mail Address:

[Redacted]

Home Telephone:

[Redacted]

Home Address :

[Redacted]

[Handwritten Signature] [Redacted Signature Line]

6/26/23

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Pnnt form. manually sign. scan to PDF

**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.).
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.

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.

Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

[REDACTED]

Signature **Date** 06/25/2023

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 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 - 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

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.

Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

[REDACTED]

A

[REDACTED]

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Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

Academic Calendar

<

August 20 23

Sun

Mon

Tue

Wed

Thu

Fri

Sat

	Tue	Wed	Thu	Fri	Sat
	HS Summer School (same) MS Summer School (same)	S..... HS Summer School (same) MS Summer School (same)	HS Summer School (same) MS Summer School (same)	HS Summer School (same) MS Summer School (same)	HS Summer School (same) MS Summer School (same)
3	4	5	6	7	8
	HS Summer School (same) MS Summer School (same)	HS Summer School (same) MS Summer School (same) Leadership Professional Development	HS Summer School (same) MS Summer School (same) Leadership Professional Development	HS Summer School (same) MS Summer School (same) Leadership Professional Development	HS Summer School (same) MS Summer School (same)
	Professional Development	New Staff Orientation Professional Development Algebra I Regents Exam - 9-11 English Regents Exam - 9-11 Global History & Geography Regents Exam - 9-11 (same)	Professional Development Geometry Regents Exam - 9-11 (same) Living Environment Regents Exam - 9-11 (same) Physical Setting/Earth Science Regents Exam - 9-11 (same)	Professional Development	
20	21	22	23	24	25
	Professional Development		Full School Day		
27	28	29	30	31	
			Atmosphere Academy Board Meeting	Atmosphere Academy Board Meeting	

<
Sun

Mon

Tue

September 2023

Wed

Thu

Fri

Sat

2

Labor Day Recess

Labor Day Recess

3

Labor Day Recess

Labor Day Recess

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16

17

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Professional Development

21

Atmosphere Academy Board

28

Atmosphere Academy Board

29

...1, > < 11 >

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Meeting

October 2023

Sun **Mon** Tue **Wed** Thu **Fri** Sat
7

Professional Development
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PSAT/ NMSQT - TT

15

7

18 18
Full School Day Full School Day

21

22

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Atmosphere Academy Board Meeting

Atmosphere Academy Board Meeting

28

29

November 2023

Sun

Mon

Tue

Wed

Thu

Fri

Sat
4

11

11

12

18

19

Professional Development

Thanksgiving recess

Thanksgiving Recess

Thanksgiving Recess

Thanksgiving Recess

Thanksgiving recess

29

Thanksgiving Recess

Alma Mater Academy Board Meeting

Alma Mater Academy Board Meeting

December 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
						2	
3	6						9
10				14	5	16	
			Atmosphere Academy Board Meeting	Atmosphere Academy Board Meeting			
17	8		20		22	23	
			Professional Development	Officer/Director/Leader PD			
2	25	26	21	28	29	30	
3							

January 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			3	4		6
				Algebra I Regents Exam - 8 & 9		
	8		11		2	13
14	5			8	9	20
				11		
21	22	23	24	25	26	27
	English Regents Exam - 11 Living Environment Regents		Algebra I Regents Exam Geometry Regents Exam - 31 US History & Government Regents - 10 Atmosphere Academy Board Meeting	Atmosphere Academy Board Meeting Algebra II Regents Exam - 11 Global History & Geography Regents Exam - 11	Physical Setting/Earth Science Regents Exam - 9 & 11 Q2 Ends	
28				31		

February 2024

Sun Mon Tue Wed Thu Fri Sat

3

Professional Development

8

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Professional Development

8

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Atmosphere Academy Board Meeting

Atmosphere Academy Board Meeting

March 2024



< April 2024 >
Sun Mon Tue Wed Thu Fri Sat
6

7

4

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Atmosphere Academy Board Meeting

Atmosphere Academy Board Meeting

May 2024

< Sun Mon Tue Wed Thu Fri Sat >

4

11

12 4 18

19 2 22 24 25

2 28 29 30

AP English Literature & Composition Exam - 11

AP United States History Exam - 11

Science Performance Test - 8

AP English Language & Composition Exam - 10

AP World History Modern Exam - 10

AP Biology Exam - 11

Full School Day

Memorial Day Recess

Memorial Day Recess

Memorial Day Recess

Memorial Day Recess

Memorial Day Recess

Professional Development

Atmosphere Academy Board Meeting

Atmosphere Academy Board Meeting

June 2024

Sun Mon Tue Wed Thu Fri Sat
1

8

Algebra I Regents Exam - 8 & 9

9 15

G.11 ... C.1.1...

English Regents Exam - 10

Living Environment Regents

16 22

Global History & Geography I

Physical Setting/Chemistry
Regents Exam - 11

Geometry Regents Exam - 10

Physical Setting/Earth Science
Regents Exam - 8 & 10

23

Algebra II Regents Exam - 10/11

Atmosphere Academy Board
Meeting

Atmosphere Academy Board
Meeting

Professional Development

Professional Development



A Fire Inspection has been requested for the school facility at 3700 Independence Avenue (see attached). The scheduled date for this year's inspection was 7/12/23, but the FDNY has not yet responded to the inspection request.

Oren Hiller

From: FDNY Business <noreply@fdny.nyc.gov>
Sent: Wednesday, July 05, 2023 2:25 PM
To: Oren Hiller
Subject: Public Request Submission Confirmation

Dear FDNY Customer,

The Fire Department of New York confirms that your Public Request for Inspection with record ID 2023-INSP-REQUEST-018933 has been received.

Address: 3700INDEPENDENCE AVE, BRONX, NY, 10463

DOB/SBS/FPIMS Job Application No: N/A

Floor Number(s): N/A

FD Plan Number: N/A

Unit: Public Assembly

You will receive an email notification upon confirmation of your request with the scheduled date and time.

You can check the status of your application online: <https://fires.fdnyccloud.org/citizenaccess/Cap/MyRecordsCap.aspx>

Thank You,

BUREAU OF FIRE PREVENTION

9 METROTECH CENTER, BROOKLYN, N.Y. 112013857

CONFIDENTIALITY NOTICE:

The contents of this email message and any attachments are intended solely for the addressee(s) and may contain confidential and/or privileged information and may be legally protected from disclosure. If you are not the intended recipient of this message or their agent, or if this message has been addressed to you in error, please immediately delete this message and any attachments. If you are not the intended recipient, you are hereby notified that any use, dissemination, copying, or storage of this message or its attachments is strictly prohibited.

*** This is an automatically generated email, please do not reply***



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.*

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

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:	Apartment House METER ROOMS, BOILER ROOM, LAUNDRY ROOM, COMPACTOR ROOM & STORAGE ROOM				Exceptions:		
Cellar	S-2	N/A	100	2B		220714421	Final
Description of Use:	Parking Garage 29 PARKING SPACES, 25 BIC PARKING SPACES PROVIDED - 375 SF. MIN. REQ.; 375 SF PROVIDED				Exceptions:		
Open Space	E	100	100	2B		220714421	Final
Description of Use:	Other (2) RECREATION AREA - 50 OCCUPANTS MAX PER RECREATION				Exceptions:		
Floor 1	S-2	N/A	100	2B		220714421	Final
Description of Use:	Parking Garage (6) PARKING SPACES 39 BIC PARKING SPACES; 585 SF MIN REQ 1212 SF PROVIDED.				Exceptions:		
Floor 1	E	53	100	3		220714421	Final
Description of Use:	Day Care Day Care: Ages 0-6mo(239SF/50)=5, 6mo-2yr(350 SF/40=9, 2-6yr(651SF/30)=22, 6-12yr(236SF/50=5, 12 Staff=53 Max Occupants				Exceptions:		
Floor 1	A-3	150	100	3A		220714421	Final
Description of Use:	Cafeteria - school up to grade 12 EDU GYM/CAFETERIA (A-2/A-3)				Exceptions:		
Floor 1	E	119	100	3A		220714421	Final
Description of Use:	Schools SCHOOL				Exceptions:		
Floor 1	E	25	100	3A		220714421	Final

Description of Use:	Schools LOBBY, ACCESSORY OFFICE, FACULTY LOUNGE AND STORAGE	Exceptions:					
Floor 2	E	283	100	3A		220714421	Final
Description of Use:	Schools SCHOOL, LOBBY ACCESSORY OFFICES AND STORAGE	Exceptions:					
Floor 2	S-2	2	100	2B		220714421	Final
Description of Use:	Parking Garage (1) PARKING SPACE ATTENDANT KIOSK.	Exceptions:					
Floor 2	R-2	N/A	100	2B		220714421	Final
Description of Use:	Apartment House RESIDENTIAL LOBBY	Exceptions:					
Floor 2	A-3	156	100	3A		220714421	Final
Description of Use:	Cafeteria - school up to grade 12 EDU GYM/CAFETERIA AREA (A-2/A-3)	Exceptions:					
Floor 2	A-3	100	100	3A		220714421	Final
Description of Use:	School Auditorium - EDU AUDITORIUM	Exceptions:					
Floor 3	R-2	N/A	40	2A	18	220714421	Final
Description of Use:	Apartment House 18 CLASS A APARTMENTS	Exceptions:					
Floor 4	R-2	N/A	40	2A	18	220714421	Final
Description of Use:	Apartment House 18 CLASS A APARTMENTS	Exceptions:					
Floor 5	R-2	N/A	40	2A	18	220714421	Final
Description of Use:	Apartment House 18 CLASS A APARTMENTS	Exceptions:					
Floor 6	R-2	N/A	40	2A	18	220714421	Final
Description of Use:	Apartment House 18 CLASS A APARTMENTS	Exceptions:					

CofO Comments: NOTE: EXTERIOR RECREATION AREA. ZONING EXHIBITS I AND III FILED UNDER CRFN# 2013000239846 AND 2013000239847 RESPECTIVELY. THIS CO SHALL ALSO BE CONSIDERED A CERTIFICATE OF

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

Borough Commissioner



Commissioner



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

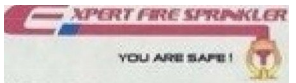
Inspector: SHAWN BEALE	Inspector: TASHIYA PORTEOUS	Inspector: MARIA CARRASQUILLO	Inspector: KYLE GRIFFITH
City-Wide Certificate No: 91058628 (S12)	City-Wide Certificate No: 86246576 (S12)	City-Wide Certificate No: 91919314 (S12)	City-Wide Certificate No: 883140 (S12)
Expire: DECEMBER 02, 2023	Expire: MARCH 09, 2024	Expire: FEBRUARY 09, 2026	Expire: OCTOBER 29, 2024

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	137 PSI	T.P	3/31/23
APRIL	Yes	NO	Yes	Good	Good	Yes	Yes	50 PSI	500	138 PSI	T.P	4/28/23
MAY	Yes	NO	Yes	Good	Good	Yes	Yes	50 PSI	500	140 PSI	T.P	5/22/23
JUNE	Yes	NO	Yes	Good	Good	Yes	Yes	50 PSI	500	140 PSI	T.P	6/20/23
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, S)M (btudw /&rone -I, Of/<.

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ire Sprinkler and Fire Standpi.p): Sp1. 'iatiL&

WE CORRECT ALL FIRE DEPARTMENT VIOLATIONS
For Repairs or In Case of Emergency, Call (212) 534-0915 or (855) 89WATER

Inspector	TASHYA PORTEOUS	Inspector	OGUZHAN EGIEMEZ	Inspector	KYLE GRIFFITH	Inspector	MEKHE MURRAY
City-Wide Certificate No.	86328275 (513)	City-Wide Certificate No.	90369349 (513)	City-Wide Certificate No.	91527389 (513)	City-Wide Certificate No.	86328275 (513)
Expires:	MARCH 09 TH 2024	Expires:	MAY 05 TH 2022	Expires:	FEBRUARY 24, 2025	Expires:	FEBRUARY 14, 2025

MONTH	CAPS	HOSE & NOZZLE	BALL FLOAT	FILL LINE	GRAVITY TANK	HIGH AND LOW ALARM	OVER FLOW RELEASE VALVE	BANISE CONNECTION(S)	GPM	PUMP PRESSURE	INITIAL NOTES
JANUARY	NO	N/A	N/A	N/A	N/A	N/A	N/A	Yes	500	NO PSI	CP 1/31/23
FEBRUARY	NO	N/A	N/A	N/A	N/A	N/A	N/A	Yes	500	138 PSI	CP 2/10/23
MARCH	NO	N/A	N/A	N/A	N/A	N/A	N/A	Yes	500	137 PSI	CP 3/15/23
APRIL	NO	N/A	N/A	N/A	N/A	N/A	N/A	Yes	500	138 PSI	CP 4/18/23
MAY	NO	N/A	N/A	N/A	N/A	N/A	N/A	Yes	500	140 PSI	CP 5/22/23
JUNE	NO	N/A	N/A	N/A	N/A	N/A	N/A	Yes	500	140 PSI	CP 6/22/23
JULY											
AUGUST											
SEPTEMBER											
OCTOBER											
NOVEMBER											
DECEMBER											

Do not deface or remove this card. Do not make any repairs or alternations
 [: w ARNINC:]

PREMISES: 5959 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

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	Inspector: MEKHI MURRAY
City-Wide Certificate No: 91058628 (512)	City-Wide Certificate No: 86246576 (512)	City-Wide Certificate No: 91049742 (512)	City-Wide Certificate No: 91536094 (512)
Expire: DECEMBER 02, 2023	Expire: MARCH 09, 2024	Expire: NOVEMBER 11, 2023	Expire: FEBRUARY 23, 2025

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	128	500	140 PSI	T.P	1/31/23
FEBRUARY	no	no	yes	Good	Good	yes	yes	145 PSI	500	138 PSI	T.P	2/17/23
MARCH	no	no	yes	Good	Good	yes	yes	135 PSI	500	137 PSI	T.P	3/21/23
APRIL	no	no	yes	Good	Good	yes	yes	155 PSI	500	128 PSI	T.P	4/24/23
MAY	no	no	yes	Good	Good	yes	yes	125 PSI	500	140 PSI	T.P	5/24/23
JUNE	no	no	yes	Good	Good	yes	yes	131 PSI	500	140 PSI	T.P	6/30/23
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.

NPETI/RESI"RIIVCL

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68 East 131 Street

New York, NY 10037

Phone: (212) 534-0915 | Fax: (212) 281-2068

www.expertfiresprinkler.com

admin@expertfiresprinkler.com

UC# 0004748

054

25 PSI Pump

1-;JO 288

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 COM FACTOR STANDPIE

MONTHLY INSPECTION: YES NO N/A

DATE OF INSPECTION: _ _ _ _ ^ e.... _ 0...-,- S)-E)---

Monthly Inspections:

1. Control Valves:

Comment on all "NO" Answers

- Is control valve open? No _____
- Are chains and lock or tamper switch in good condition **N/1)2** 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) - mper 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 yJarm visible? Yes No _____
- Central Alarm system Local Alarm

6. Signs

Are signs in place? Yes No _____

Customer: Print Name: \J_s t\1

Signature: _____

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): **A** Monthly **Q** Quarterly **C** Semiannual **O** Annual

Owner: _____ Owner's Phone Number: _____

Owner's Address: _____

Property Being Evaluated: _____

Property Address: _____ b?

Date of Work: _____ 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 all failures in Part III of this form I.

1. Weekly Tests

- a. Pump started automatically? Yes No N/A
- b. Record starting pressure: _____ psi
- c. Electric motor driven pump run for 10 minutes? 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:
 - l. Record time for engine to crank: _____

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 gauges nonnal? 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 nonnal situation? Yes No N/A
 - c. Isolation switch closed? Yes No N/A
 - d. Reverse phase indicator off or nonnal 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 nonnal? 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 run time meter reading: _____
- g. Oil level in right angle gear drive normal? Yes No N/A
- h. Oil level in crank case nonnal? Yes No N/A
- i. Cooling water level nonnal? Yes No N/A
- j. Electrolyte level in batteries nonnal? 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 flow while pump chums? Yes No N/A
- 10. Pressure relief valves operating with proper pressure downstream while pump is operational? Yes No N/A

- 2. All indicators (engine oil pressure, speed water and oil temperature) reading nonnal? 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)
A Readings taken at each base stream through flow streams. Flow readings taken at each base stream.
B Method B - discharge through bypass flow meter to drain or suction reservoir. Flow readings taken by flow meter.
C 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	6	12
Electric Voltage and Current	Not Applicable		
Pump Speed			



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UC# 000 4748

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 COMPACTOR STANDPIPE

MONTHLY INSPECTION: YES NO N/A

DATE OF INSPECTION: _____

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? *Aes* Yes No _____
- Siamese connection? Yes No _____
- Drain valve? Yes No _____
- Ball Drip valve? *Aes* 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 visible? Yes No _____
- Central Alarm system Local Alarm

6. **Signs**
- Are signs in place? Yes No _____

Customer: Print Name Alit (Signature) Alit Signature: Alit

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): **Q** Monthly **Q** Quarterly **Q** Semiannual **CI** Annual

Owner: _____ Owner's Phone Number: _____

Owner's Address: _____

Property Being Evaluated: _____

Property Address: _____

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

Notes: 1) All questions to be answered Yes, No, or Not Applicable. All "No" answers are to be explained in Part M of this form.
2) Inspection, Testing and Maintenance are to be performed with water supplies (including fire pumps) in service, unless the impainment 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 b11 are not a part of this form.

Anibal Villanueva A. Villa
 Owner or Representative (print name) Signature and Date

A. Testing

Report any failures on Part III of this form.

1. Weekly Tests

- a. Pump starts automatically? Yes No N/A
 b. Record starting pressure: 90 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

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 gauges nonnal? 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
 h. Transfer switch indicating nonnal situation Yes No N/A
 c. Isolation switch closed? Yes No N/A
 d. Reverse phase indicator off or nonnal 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 nonnal? 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 nonnal? Yes No N/A
 h. Oil level in crank case nonnal? Yes No N/A
 i. Cooling water level nonnal? Yes No N/A
 j. Electrolyte level in batteries nonnal? Yes No N/A
 k. Battery terminals free from corrosion? Yes No N/A
 l. water-jacket heater operating? Yes No N/A
 m. Circulation relief valve flowing while pump chums? Yes No N/A

- IO. Pressure relief valves operating properly down stream while pump is operational? Yes No N/A

- h. Time for engine/motor to reach full speed _____
 i. For automatic stop controllers, record time pump runs after starting: 10/10
 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 nonnal? 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)
Q Method A - discharge of water through flow streams. Flow readings taken at each hose stream.
0 Method B - discharge through bypass flow meter to drain or suction reservoir. Flow readings taken by flow meter.
CI 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	t5)	I</-'
Electric Voltage and Current	Not Applicable		
Pump Speed			

120 Pump

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UC# 0004748

FIRE SPRINKLER SYSTEM INSPECTIONS REPORT

Building Address: Sarsen Realty-22 Marble Street, Bronx, NY 10463

Contact person: (Natalia Tavaréz) 646-342-9384 or email: ntavaréz@atmosphereacademy.org

TYPE OF SYSTEM: WET COMBO COMPACTOR STANDPIPE
MONTHLY INSPECTION: YES NO [N/ A]

DATE OF INSPECTION: pr- \ di •, ctt>o-3

Monthly Inspections:

1. **Control Valves:**

Comment on all "NO" Answers

- Is control valve open? es No _____
- Are chains and lock or tamper switch in good condition or N/A s o No _____
- Painted or Corroded sprinkler heads? o s prNo _____
- Main Drain? J es No _____
- Inspectors test valve? ::, £ves No _____
- Siamese connection? es No _____
- Drain valve? es Np _____
- Ball Drip valve? s No _____
- Curb Box? r es No _____

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

3. **Gauges:**

- Are gauges showing pressure? No _____
- Do gauges appear to be in good condition? es No _____

4. **Spared sprinkler box:**

- Does the box have sprinkler heads in it? ,11 Yes No _____
- Does the box have a sprinkler wrench? j;; {es No _____

5. **Alarm System:**

- Is Alarm visible? p es o No _____
- Central Alarm system or Local Alarm

6. **Signs**

- Are signs in place? pt Yes No _____

Customer: Print Name: t {r .\ . !J w w<VfiS nat ure: A-

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FIRE SPRINKLER SYSTEM INSPECTIONS REPORT

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

TYPE OF SYSTEM: WET7DRY COMBO COMPACTOR STANDPIPE
MONTHLY INSPECTION: NO N/A
DATE OF INSPECTION: ti v vh. ll ?0 :-J

Monthly Inspections:

1. **Control Valves:**

Comment on all "NO" Answers

- Is control valve open? ;ae fs No
- Are chains and lock or tamper switch in good condition N/M" 1es- No- _____
- Painted or Corroded sprinkler heads? Yes No _____
- Main Drain? P"(es No _____
- Inspectors test valve? es No _____
- Siamese connection? _p)(es No _____
- Drain valve? %Yes No _____
- Ball Drip valve? p)r"es No _____
- Curb Box? **rs** No _____

2. OS&Y Valve (Choose On amper Switch o Chain and Lock

3. **Gauges:**

- Are gauges showing pressure? ,,ales No _____
- Do gauges appear to be in good condition? _p)feS No _____

4. **Spared sprinkler box:**

- Does the box have sprinkler heads in it? **e:Z** _____
- Does the box have a sprinkler wrench? Ye No _____

5. **Alarm System:**

- s visible? s No _____

6. **Signs**

- Are signs in place? p:!"es No _____

Customer: Print Name: Antibal Villanueva Signature: AVL

Form for Inspection, Testing and Maintenance of Fire Pumps

This form covers the minimum requirements of NFP A 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: 100 N. W. 4th St., Ft. Lauderdale, FL 33304

Date of Work: 1/13 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: _____ 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

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 crankcase 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 chums? Yes No N/A
10. Pressure relief valves operating with proper pressure downstream while pump is operational? 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:
- l. 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			

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UC# 0004748

FIRE SPRINKLER SYSTEM INSPECTIONS REPORT

110 water

053

130 pump

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: W COMBO COMPACTOR STANDPIPE

MONTHLY INSPECTION: NO N/A

DATE OF INSPECTION: 1 1. YI 2YO & -3

Monthly Inspections:

1. **Control Valves:**

Comment on all "NO" Answers

- Is control valve open? /4 s No _____
- Are chains and lock or tamper switch in good condition N/M:5' Yes No
- Painted or Corroded sprinkler heads? /4 s No _____
- Main Drain? £ Yes No _____
- Inspectors test valve? ,4Y,es No _____
- Siamese connection? s No _____
- Drain valve? ..z(Yes No _____
- Ball Drip valve? / s No _____
- Curb Box? .A1Yes No _____

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

3. **Gauges:**

- Are gauges showing pressure? /4s No _____
- Do gauges appear to be in good condition? ,,,6'ves No _____

4. **Spared sprinkler box:**

- Does the box have sprinkler heads in it? Aes No
- Does the box have a sprinkler wrench? es **No** _____

5 **Alarm System:**

- Is/arm visible? Yes No _____
- f"Central Alarm system Local Alarm

6. **Signs**

- Are signs in place? / Yes No

Customer: Print Name Natalia Tavarez Signature: _____

30 pump



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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/D R COM BO COMPACTOR STANDPIPE
MONTHLY INSPECTION: YE N/A f ?
DATE OF INSPECTION: Nov 0 / 07

Monthly Inspections:

1. Control Valves:

Comment on all "NO" Answers

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

Aes res

2. OS&Y Valve (Choose On _____ per Switch Chain and Lock

3. Gauges:

4 s

- Are gauges showing pressure? No _____
- Do gauges appear to be in good condition? No _____

res

4. Spared sprinkler box:

- Does the box have sprinkler heads in it? No _____
- Does the box have a sprinkler wrench? No _____

5. Alarm System:

- Is alarm visible? No _____
- Central Alarm system Local Alarm

6. Signs

- Are signs in place? No _____

2

customer: Print Name: H [redacted] Signature: [redacted]

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: / / 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.

A. / / Owner or Representative (print name) A, V. J/4 --- ? T 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: _____ 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 _____ gpm while running

f. Packing gland leakage slight discharge? Yes No N/A
Adjust if necessary.

g. Packing boxes, bearings and pump casing free from overheating? Yes No N/A

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 gauges nonnal? 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 nonnal situation? Yes No N/A

c. Isolation switch closed? Yes No N/A

d. Reverse phase indicator off or nonnal 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 nonnal? Yes No N/A

d. Battery indicators on/failure indicators on? 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 nonnal? Yes No N/A

i. Cooling water level nonnal? Yes No N/A

j. Electrolyte level in batteries nonnal? 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 chums? Yes No N/A

Pressure relief valves operating with proper flowstream while pump is operational? 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 rating, 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 nonnal? Yes No N/A

3. Water flowing from heat exchanger? Yes No N/A

l. 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	CZ	13
Electric Voltage and Current	Not Applicable		
Pump Speed			

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.*

A. Borough: Bronx	Block Number: 05903	Certificate Type: Final
Address: 3700 INDEPENDENCE AVENUE	Lot Number(s): 299	Effective Date: 04/26/2013
Building Identification Number (BIN): 2085776		
	Building Type: Altered	

For zoning lot metes & bounds, please see BISWeb.

B. Construction classification: 1-B	(1968 Code)	
Building Occupancy Group classification: F-18	(1968 Code)	
Multiple Dwelling Law Classification: None		
No. of stories: 3	Height in feet: 30	No. of dwelling units: 1

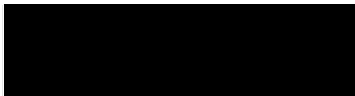
C. Fire Protection Equipment:
None associated with this filing.

—

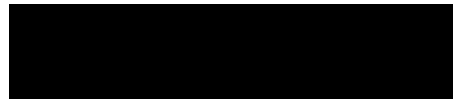
D. Type and number of open spaces:
None associated with this filing.

E. This Certificate is issued with the following legal limitations:
None

Borough Comments: 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	Liveloading lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
CEL	286		F-1B		4	MULTI-PURPOSE ROOM AND GYM
CEL	200	OG			4C	BOILER ROOM, STORAGE , MAINTENANCE
BAS	200	100	J-2	1	2	ONE SUPT. APT.(2RMS)
BAS	190		F-1B		4	TOILETS, BET MIDRASH, 9:00- MINYAN
MEZ	68	100				SANCTUARY MEZZ . NOTE: HIGH HOLIDAYS- CELLAR AND BASEMENT- 350 PERSONS MAX. CAPACITY FOR RELIGIOUS PURPOSE. CLASSROOMS 5 & 6 NOT TO BE OCCUPIED CON- JUNCTIVELY WITH SOCIAL HALL AND GYMNASIUM. FIRE DEPARTMENT APPROVAL FOR INTERIOR FIRE ALARM SYSTEM.
001	100	60	F-1B	_____	4	OFFICES, MULTI-PURPOSE ROOM
001	570	100	F-1B		4	MAIN SANCTUARY, RABBI STUDY, COAT STORAGE
001	300	100	F-1B	_____	4	SOCIAL HALL
002	0	100	F-1B		4	JUNIOR CONGREGATION AND TOILETS
002	118	100	F-1B		4	DAYCARE (4 CLASSROOMS & OFFICES (AGES 2-6) REFER TO NOTES.
ROF	70	100	F-1B		4	MECHANICAL EQUIPMENT, DAYCARE OPEN PLAY AREA



Borough Commissioner



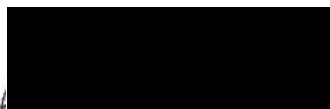
Commissioner

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:1064672-0000009

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.*

A.	Borough: MANHATTAN Address: 22 MARBLE HILL AVENUE Building Identification Number(BIN): 1064672	Block Number: 2215 Lot Number(s): 538 Additional Lot Number(s): Application Type: NB - NEW BUILDING	Full Building Certificate Type: Temporary Date Issued: 05/31/2023
	This building is subject to this Building Code: 1968 This Certificate of Occupancy is associated with job# 103402881-01		
B.	Construction Classification: I-C: 2 HOUR PROTECTED Building Occupancy Group classification: J2: RESIDENTIAL Multiple Dwelling Law Classification: HAEA		
	No.of stories: 6	Height in feet: 60	No.of dwelling units: 34
C.	Parking Spaces and Loading Berths: Open Parking Spaces: 0 Enclosed Parking Spaces: 0 Total Loading Berths: Not available		
	This Certificate is issued with the following legal limitations: Restrictive Declaration: None Zoning Exhibit: None BSA Calendar Number(s): None CPC Calendar Number(s): None		
Borough Comments:			

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		103402881	Temporary	08/29/2023
Description of Use: Academies and schools SCHOOL						Exceptions:		
Cellar	B	10	OG	2		103402881	Temporary	08/29/2023
Description of Use: Dry Cleaning / Laundry LAUNDRY ROOM						Exceptions:		
Cellar	S-2	N/A	OG	2		103402881	Temporary	08/29/2023
Description of Use: Storage of non combustible Materials STORAGE ROOM						Exceptions:		
Cellar	F-2	N/A	OG	2		103402881	Temporary	08/29/2023
Description of Use: Mechanical and/or electrical equipment rooms MECHANICAL ROOMS, METER ROOM, ELECTRICAL ROOM, ELEVATOR ROOM, COMPACTOR ROOM						Exceptions:		
Floor 1	R-2	N/A	100	2		103402881	Temporary	08/29/2023
Description of Use: Apartment House RESIDENTIAL LOBBY						Exceptions:		
Floor 1	E	203	100	3a		103402881	Temporary	08/29/2023
Description of Use: Academies and schools SCHOOL						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 2	B	313	100	3a		103402881	Temporary	08/29/2023
Description of Use: Educational SCHOOL						Exceptions:		
Floor 3	R-2	N/A	40	2	10	103402881	Temporary	08/29/2023
Description of Use: Apartment House (10) TEN CLASS "A" APARTMENTS						Exceptions:		
Floor 4	R-2	N/A	40	2	10	103402881	Temporary	08/29/2023
Description of Use: Apartment House (10) TEN CLASS "A" APARTMENTS						Exceptions:		
Floor 5	R-2	N/A	40	2	10	103402881	Temporary	08/29/2023
Description of Use: Apartment House (10) TEN CLASS "A" APARTMENTS						Exceptions:		
Floor 6	R-2	N/A	40	2	4	103402881	Temporary	08/29/2023
Description of Use: Apartment House (4) CLASS "A" APARTMENTS, TENANT RECREATION AREA						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