Application: Atmosphere Academy Public Charter School

Gretchen Liga - gliga@csbm.com
Annual Reports

Summary

ID: 0000000222
Status: Annual Report Submission

Entry 1 School Info and Cover Page

Completed - Nov 2 2020

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2019-20 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, 2020) 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 321000861075 |

### a1. Popular School Name

Atmosphere Academy

### b. CHARTER AUTHORIZER (As of June 30th, 2020)

Please select the correct authorizer as of June 30, 2020 or you may not be assigned the correct tasks.

| SUNY BOARD OF TRUSTEES |

### c. DISTRICT / CSD OF LOCATION

| CSD #10 - BRONX |

### d. DATE OF INITIAL CHARTER

| 10/2014 |

### e. DATE FIRST OPENED FOR INSTRUCTION

| 8/2015 |
h. SCHOOL WEB ADDRESS (URL)

https://atmosphere.org/

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)

410

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)

411

k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)

Check all that apply

| Grades Served | 6, 7, 8 |

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION
m. FACILITIES

Will the school maintain or operate multiple sites in 2020-2021?

Yes, 3 sites

School Site 1 (Primary)

m1. SCHOOL SITES

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

<table>
<thead>
<tr>
<th>Physical Address</th>
<th>Phone Number</th>
<th>District/CSD</th>
<th>Grades to be Served at Site for coming year (K-5, 6-9, etc.)</th>
<th>Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site 1</td>
<td>22 Marble Hill Avenue, Bronx, NY 10463</td>
<td>718-123-4567</td>
<td>NYC CSD 10 6</td>
<td>6</td>
</tr>
</tbody>
</table>
m1a. Please provide the contact information for Site 1.

<table>
<thead>
<tr>
<th>Name</th>
<th>Work Phone</th>
<th>Alternate Phone</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Leader</td>
<td>Colin Greene</td>
<td>718-</td>
<td>718-</td>
</tr>
<tr>
<td>Operational Leader</td>
<td>Camila Gonzalez</td>
<td>718-</td>
<td>718-</td>
</tr>
<tr>
<td>Compliance Contact</td>
<td>Colin Greene</td>
<td>718-</td>
<td>718-</td>
</tr>
<tr>
<td>Complaint Contact</td>
<td>Camila Gonzalez</td>
<td>718-</td>
<td>718-</td>
</tr>
<tr>
<td>DASA Coordinator</td>
<td>Christian Roman</td>
<td>718-</td>
<td>718-</td>
</tr>
<tr>
<td>Phone Contact for</td>
<td>Colin Greene</td>
<td>718-</td>
<td>718-</td>
</tr>
<tr>
<td>After Hours Emergencies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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, 2020.

Site 1 Certificate of Occupancy (COO)

Marble Hill - TCO.pdf

 Filename: Marble Hill - TCO.pdf Size: 36.8 kB

Site 1 Fire Inspection Report

Fire Cert Marble Hill.pdf

 Filename: Fire Cert Marble Hill.pdf Size: 324.1 kB

School Site 2
**m2. SCHOOL SITES**

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

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Work Phone</th>
<th>Alternate Phone</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Leader</td>
<td>Colin Greene</td>
<td>718</td>
<td>718</td>
</tr>
<tr>
<td>Operational Leader</td>
<td>Camila Gonzalez</td>
<td>718</td>
<td>718</td>
</tr>
<tr>
<td>Compliance Contact</td>
<td>Colin Greene</td>
<td>718</td>
<td>718</td>
</tr>
<tr>
<td>Complaint Contact</td>
<td>Camila Gomzalez</td>
<td>718</td>
<td>718</td>
</tr>
<tr>
<td>DASA Coordinator</td>
<td>Christian Roman</td>
<td>718</td>
<td>718</td>
</tr>
<tr>
<td>Phone Contact for After Hours Emergencies</td>
<td>Colin Greene</td>
<td>718</td>
<td>718</td>
</tr>
</tbody>
</table>
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

m2d. 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, 2020.

Site 2 Certificate of Occupancy (COO)

5959 Broadway final C of O.pdf

Filename: 5959 Broadway final C of O.pdf Size: 41.9 kB

Site 2 Fire Inspection Report

Fire Certificate - 5959 Broadway.pdf

Filename: Fire Certificate - 5959 Broadway.pdf Size: 581.5 kB

School Site 3
### m3. SCHOOL SITES

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

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Work Phone</th>
<th>Alternate Phone</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Leader</td>
<td>Colin Greene</td>
<td>718-...</td>
<td>718-...</td>
</tr>
<tr>
<td>Operational Leader</td>
<td>Camila Gonzalez</td>
<td>718-...</td>
<td>718-...</td>
</tr>
<tr>
<td>Compliance Contact</td>
<td>Colin Greene</td>
<td>718-...</td>
<td>718-...</td>
</tr>
<tr>
<td>Complaint Contact</td>
<td>Camila Gonzalez</td>
<td>718-...</td>
<td>718-...</td>
</tr>
<tr>
<td>DASA Coordinator</td>
<td>Christian Roman</td>
<td>718-...</td>
<td>718-...</td>
</tr>
<tr>
<td>Phone Contact for After Hours Emergencies</td>
<td>Colin Greene</td>
<td>718-...</td>
<td>718-...</td>
</tr>
</tbody>
</table>
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

m3d. 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, 2020.

Site 3 Certificate of Occupancy (COO)

Certificate of Occupancy - 3700 Independence Ave.pdf

Filename: Certificate of Occupancy - 3700 Independence Ave.pdf Size: 126.9 kB

Site 3 Fire Inspection Report

Fire Certificate - 3700 Independence Ave.pdf

Filename: Fire Certificate - 3700 Independence Ave.pdf Size: 564.6 kB

CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

n1. Were there any revisions to the school’s charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).

No
PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATION


<table>
<thead>
<tr>
<th>Name</th>
<th>Colin Greene</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position</td>
<td>Founder and Principal</td>
</tr>
<tr>
<td>Phone/Extension</td>
<td>718-696-0477</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:cgreene@atmosphereacademy.org">cgreene@atmosphereacademy.org</a></td>
</tr>
</tbody>
</table>

p. 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. Check YES if you agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

Responses Selected:

Yes
Signature, Head of Charter School

Signature, President of the Board of Trustees

Date

Jul 31 2020

Thank you.

Entry 2 NYS School Report Card

Completed - Nov 2 2020

Instructions
**SUNY-authorized charter schools only**

Provide a direct web link to the most recent New York State School Report Card for the charter school (See [https://reportcards.nysed.gov/](https://reportcards.nysed.gov/)). This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

**Entry 2 NYS School Report Card Link**

**ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL 321000861075**

**NEW YORK STATE REPORT CARD**

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See [https://reportcards.nysed.gov/](https://reportcards.nysed.gov/)).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)

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**Entry 3 Accountability Plan Progress Reports**

**Completed** - Nov 2 2020

**Instructions**

**SUNY-Authorized Charter Schools ONLY**


**AAPCS 2019-20 APPR Final**

**Filename:** AAPCS_2019-20_APPR_Final.pdf **Size:** 895.7 kB
Entry 7 Disclosure of Financial Interest Form

Completed - Nov 2 2020

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

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 2019-2020 school year must complete a signed:

- **Regents, NYCDOE, and Buffalo BOE Authorized Schools**: Disclosure of Financial Interest Form
- **SUNY- Authorized Charter Schools**: Trustee Financial Disclosure Form

All completed forms must be collected and uploaded in .PDF format for each individual member. If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee. (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 Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

**Spitzer, James**

Filename: Spitzer_James.pdf Size: 54.4 kB

**Burtin, Mervin**

Filename: Burtin_Mervin.pdf Size: 352.2 kB

**Lagas, Michael**

Filename: Lagas_Michael.pdf Size: 104.4 kB

**Greene, Jesse**

Filename: Greene_Jesse.pdf Size: 663.4 kB

**Dillon, Alan**

Filename: Dillon_Alan.pdf Size: 3.7 MB

Entry 8 BOT Membership Table

Completed - Nov 2 2020

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 8 BOT Table**

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

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL 321000861075

1. 2019-2020 Board Member Information (Enter info for each BOT member)

<table>
<thead>
<tr>
<th>Trustee Name and Email Address</th>
<th>Position on the Board</th>
<th>Committee Affiliation</th>
<th>Voting Member Per By-Laws (Y/N)</th>
<th>Number of Terms Served</th>
<th>Start Date of Current Term (MM/DD/YYYY)</th>
<th>End Date of Current Term (MM/DD/YYYY)</th>
<th>Board Meetings During 2019-2020</th>
<th>Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alan Dillon</td>
<td>Trustee/Member</td>
<td>Finance; Governance</td>
<td>Yes</td>
<td>2</td>
<td>10/29/20 18</td>
<td>10/29/20 21</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Dr. Michael Lagas, Ed.D.</td>
<td>Chair</td>
<td>Accountability</td>
<td>Yes</td>
<td>2</td>
<td>10/16/20 17</td>
<td>10/16/20 20</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Jesse J. Greene</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jr. Secretary</td>
<td>Finance; Governance</td>
<td>Yes</td>
<td>2</td>
<td>10/16/20</td>
<td>10/16/20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Mervin Burton, CPA Treasurer</td>
<td>Finance</td>
<td>Yes</td>
<td>2</td>
<td>10/16/20</td>
<td>10/16/20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>M. James Spitzer, Esq. Trustee/Member</td>
<td>Accountability; Governance</td>
<td>Yes</td>
<td>1</td>
<td>04/23/20</td>
<td>04/23/20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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, 2020 | 5 |
| b. Total Number of Members Added During 2019-2020 | 0 |
| c. Total Number of Members who Departed during 2019-2020 | 0 |
| d. Total Number of members, as set in Bylaws, Resolution or Minutes | 9 |

3. Number of Board meetings held during 2019-2020

12

4. Number of Board meetings scheduled for 2020-2021

12

Thank you.

Entry 10 Enrollment & Retention

Completed - Nov 2 2020

Instructions for submitting Enrollment and Retention Efforts
ALL charter schools must complete this section. Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), 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 2019-2020.

**Entry 10 Enrollment and Retention of Special Populations**

**Instructions for Reporting Enrollment and Retention Strategies**
Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, 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 2020-2021.

**ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL 321000861075**

**Recruitment/Attraction Efforts Toward Meeting Targets**

<table>
<thead>
<tr>
<th>Economically Disadvantaged</th>
<th>Describe Recruitment Efforts in 2019-2020</th>
<th>Describe Recruitment Plans in 2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>To recruit economically disadvantaged students, outreach was conducted in district public schools, public housing complexes, and buses and subways. Advertising was done in targeted, specific zip codes, and assistance with completion of the free and reduced price lunch applications was offered. In 2019-20, 89.7% of students were Economically Disadvantaged, falling slightly short of the target of 90.1% by...</td>
<td>In the upcoming school year, the school will consider increasing print and online advertisements during the pandemic to reduce our reliance on community outreach. To the extent that we are safely able, however, the school will continue to utilize the same efforts to recruit economically disadvantaged students, focusing on high needs neighborhoods and organizations that serve high numbers of low-income families. If possible, recruitment efforts will once again include information sessions and outreach throughout our target neighborhoods. We will also continue to build new relationships with community-...</td>
<td></td>
</tr>
<tr>
<td>Retention Efforts Toward Meeting Targets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English Language Learners/Multilingual Learners</strong></td>
<td>0.4 percentage points.</td>
<td></td>
</tr>
</tbody>
</table>

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.

In 2019-20, 8% of students were English Language Learners, below the target of 18.3% by 10.3 percentage points.

Although we did not meet the enrollment goal for this group of students, we continue to build on our successful programming to meet the needs of English Language Learners. Moving forward, 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.

| **Students with Disabilities** | 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. |

To retain Economically

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.
| **Economically Disadvantaged** | 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. | Due to a very high level of retention for Economically Disadvantaged students, the school will implement the same strategies in the coming year. |
| **English Language Learners/Multilingual Learners** | 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:  
- 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  
- Ongoing parental communication, translated if needed  
- Translation services at school events | As our retention rate for ELL students was almost 100%, 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. |
During the school year, the school retained most of its special education students and expects most of return for the 2020-21 school year. These high retention rates are due to the numerous and effective interventions and programs provided, which include:

- 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, meetings and

As our retention rate for Students with Disabilities was almost 100%, 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.
Entry 14 School Calendar

Completed - Nov 2 2020

Instructions for submitting School Calendar

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3rd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than September 15, 2020.

School calendars must meet the minimum instructional requirements adopted by the Board of Regents in 2018.

Board of Regents-authorized charter schools 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.

AAPCS 20-21 School Calendar

Filename: AAPCS_20-21_School_Calendar.pdf Size: 89.1 kB

Entry 16 COVID 19 Related Information

Completed - Nov 2 2020

Instructions

Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the Remote Monitoring and Oversight Plan Spring 2020 remote for best practices regarding end of year assessments in a remote learning environment.

Entry 16 COVID 19 Related Information

School Name: Atmosphere Academy Public Charter School
TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

<table>
<thead>
<tr>
<th>Number of students enrolled in school on the last day instruction was provided within physical school facilities</th>
<th>Number of students attending instruction on the last day instruction was provided within physical school facilities</th>
<th>Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year</th>
</tr>
</thead>
<tbody>
<tr>
<td>411</td>
<td>334</td>
<td>365</td>
</tr>
</tbody>
</table>

Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the Remote Monitoring and Oversight Plan Spring 2020 remote for best practices regarding end of year assessments in a remote learning environment.

| Assessment Title | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Number of Participating Students |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| N/A | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ |
| | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ |
Atmosphere Academy Public Charter School

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By Colin Greene

22 Marble Hill
Bronx, NY 10463

718-696-0493
Colin Greene, Founder and Principal, prepared this 2019-20 Accountability Progress Report on behalf of the school’s board of trustees:

<table>
<thead>
<tr>
<th>Trustee’s Name</th>
<th>Board Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Michael Lagas, Ed.D.</td>
<td>Chair</td>
</tr>
<tr>
<td>Jesse J. Greene, Esq.</td>
<td>Secretary</td>
</tr>
<tr>
<td>Mervin Burton</td>
<td>Treasurer</td>
</tr>
<tr>
<td>Alan Dillon, Esq.</td>
<td>Trustee</td>
</tr>
<tr>
<td>M. James Spitzer, Esq.</td>
<td>Trustee</td>
</tr>
</tbody>
</table>

Colin Greene has served as the Principal since 2015.
SCHOOL OVERVIEW

Atmosphere Academy Public Charter School opened its doors for its first year of operation on August 25, 2016 serving 140 students in 6th Grade from NYC CSD 10 and surrounding neighborhoods. In 2019-20, the school served 410 6th-8th Grade students. Of these students, 19% were students with IEP’s, 8% were English Language Learners, and 88.8% were from economically disadvantaged families. The students were primarily Hispanic/Latino (79%) and African-American (16.3%). The remaining students were Asian (1.2%), White (2.9%), and Multi-racial (0.5%).

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.

In order 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 allow the school to accomplish its mission and remain true to its vision:

- **School Culture:** The school has created an atmosphere that is supportive, innovative, collaborative, inspired, inspiring and rigorous.

- **Atmosphere Academy’s Academic Program** is intended to improve student skills, build content knowledge, develop critical and creative thinkers, and achieve 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. Atmosphere provides all students with 10 courses per year that are designed to remediate and accelerate students’ knowledge and skills in a variety of content areas with a strong emphasis on English and math. Atmosphere scholars are given 500 minutes of English (ten 50 minute class periods), 500 minutes of math (ten 50 minute class periods), 250 minutes of science (five 50 minute class periods), 250 minutes of social studies (five 50 minute class periods), and 480 minutes of test preparation per week (two 50 minute class periods, one 100 minute assembly period, and two 90 minute after school sessions). In addition to physical education (two 50 minutes class periods) and health (one 50 minute class period), students also have electives (one 50 minute class period).

- **In addition to our Academic Program,** Atmosphere addresses social emotional learning through weekly Advisory and Restorative Justice classes (one 50-minute class period per course). These classes are designed to build students’ ability to identify emotions, resolve conflicts, communicate openly, and familiarity with other important life skills. RJ and Advisory meet once per week. Advisory is facilitated by Atmosphere teachers. RJ is facilitated by the Culture Associate and/or Social Worker/Counselor.
● Extended School Day and School Year: In order 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 am to 4:00 pm), school year (190-day school year), and afterschool achievement classes twice per week until 5:30.

● 21st Century Learning: Atmosphere students are further prepared for success in college and career through the development of 21st century skills. To this end, all of Atmosphere’s classes incorporate practices, assignments, routines, and other structures that ask students to develop 21st century skills, including Creative and Critical Thinking; Innovation and Entrepreneurship; Collaboration and Leadership; Digital Literacy; and College, Career and Life Skills.

● Key Partners and Supporters: Atmosphere enjoys close working relationships with the following organizations (among others): Westmoreland Sanctuary; Westchester Land Trust; and Westhab.

● Student-Centered and Differentiated Instruction: Atmosphere’s instructional philosophy aligns most closely with the Gradual Release of Responsibility (GRR) approach. GRR reflects the importance Atmosphere places on student-led exploration and discovery throughout the proposed school. Atmosphere’s instructional philosophy is also informed by the Sheltered Instruction and Observation Protocol (SIOP) model. The decision to use SIOP was made because it incorporates GRR principles, directly addresses the needs of Atmosphere’s ELL population, and provides a broad and sound base of pedagogical practice. Within the SIOP model, GRR is often referred to as the “gradual increase in student responsibility.”

● Special Education Program: Atmosphere offers general education classes, integrated co-teaching (ICT) classes, and self-contained classes that serve students with a range of needs. The self-contained classes are taught by a Learning Specialist and a Teaching Assistant present at all times. The ICT classes include a content area teacher during all classes and a Learning Specialist during math, English instruction, Science and Social Studies. Academic Intervention Services (AIS) provide additional academic support during lunch, electives and after school.

● English Language Learner Program: English language learners (ELLs) receive additional support through instruction from ELL Specialists that is provided during the electives period. This structure allows for an additional 100 minutes of targeted intervention per week. Additional intervention time is achieved by pulling students out of Technology class or Spanish class on an as needed basis.

● 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.

● Rapid Response to Intervention: Atmosphere’s Rapid Response to Intervention (RRTI) system is driven and accelerated by data that help faculty, staff, and school leaders provide targeted and timely academic and behavioral interventions. The goal is to provide such services to the students who most need them and in a time frame that makes those interventions most effective. Atmosphere provides a range of interventions that include emotional, social, behavioral, psychological, physical, intellectual, and academic support and security.

● Restorative Justice: Atmosphere’s discipline system and policies are rooted in the principles of restorative justice. 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, teachers, and administrators).

● 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 strong data systems throughout the school (curriculum, assessment, discipline, etc.) that provide staff, students, and parents with actionable results.

● Distributed Leadership: To increase organizational capacity, Atmosphere has based its instructional leadership structure on a distributed leadership model.
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 expect regular reports of academic, financial and organizational data with which to monitor progress towards goals and achievement of the proposed school’s mission.

In Quarter 3 and Quarter 4 of the 2019-2020 school year, remote instruction was implemented with great skill and effort. The school designed three phases of implementation for this instructional plan in order to give all members of our community time to adapt to the expectations. Instructional hours were from 9:00 am - 2:30 pm. In Phase 1 (began March 16th and continued through March 24th), teachers conducted live synchronous classes remotely using Google Classroom for their content according to a team specific schedule. For both English and Math, classes were 50 minutes each, but English and Math Labs were suspended. English and Math Labs were reinstated in Phase 3, which began on April 27th and continued through the end of the year. In this phase, Labs was taught through the live synchronous model. Math Instruction including mathematical modeling and practice was implemented using digital platforms such as GoFormative, Kami, Khan Academy and Delta Math. Feedback was provided in real time as scholars worked on their assignments. As previously determined based on the conclusion of the New York State exams, both English and Math Achievement courses ended.

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<th>4</th>
<th>5</th>
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<th>7</th>
<th>8</th>
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<td>2019-20</td>
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<td>134</td>
<td>139</td>
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</table>

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary ELA Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 1: English Language Arts
Students will demonstrate high levels of achievement in English Language Arts.

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

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

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

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

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

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

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

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

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

The English lab courses are assigned by section to address students’ needs. The Remediation Lab serves students who are not proficient. Here, READ180 is utilized to assess areas of weakness and provide targeted instruction in deficit areas. The Enrichment Lab serves students who are at or above proficiency. These Honors scholars are presented the College Board’s Pre-AP Springboard framework to facilitate further advancement. Our goal is for scholars successfully completing this course to be adequately prepared to challenge themselves by enrolling in AP courses in high school.

Beginning March 16, 2020, the school moved to a fully remote instructional model. During this time, virtual English classes were conducted live- synchronously using Google Classroom. The English course was offered four times a week. The English Lab course was suspended in Phase 1 (as discussed earlier in this report), but reinstated on March 25th two times a week. Instruction including reading and text annotation was implemented using digital versions of the text and approved platforms such as the Kami app. Feedback was provided in real time as scholars worked on their assignments.
METHOD

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 January to measure student growth and achievement at the mid-point in the year. Following the exam, any deficits are 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.

Below is just an example of 6th grade English scores on the midline and state exam over time. The same trends are present on all grade levels for both math and English. As you can see, 6th grade English is on pace for another record.

<table>
<thead>
<tr>
<th>Class</th>
<th>Grade</th>
<th>Year</th>
<th>MIDLINE MC% Correct</th>
<th>MIDLINE MC% &gt;60%</th>
<th>MIDLINE CR% Correct</th>
<th>MIDLINE CR% &gt;60%</th>
<th>NYS % Proficient</th>
<th>Result Type</th>
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<tbody>
<tr>
<td>Class of 2019</td>
<td>6</td>
<td>2017</td>
<td>41.6%</td>
<td>7.3%</td>
<td>45.8%</td>
<td>31.1%</td>
<td>16.1%</td>
<td>Actual</td>
</tr>
<tr>
<td>Class of 2020</td>
<td>6</td>
<td>2018</td>
<td>44.8%</td>
<td>18.1%</td>
<td>55.9%</td>
<td>43.1%</td>
<td>35.7%</td>
<td>Actual</td>
</tr>
<tr>
<td>Class of 2021</td>
<td>6</td>
<td>2019</td>
<td>48.4%</td>
<td>25.9%</td>
<td>63.6%</td>
<td>56.1%</td>
<td>41.5%</td>
<td>Actual</td>
</tr>
<tr>
<td>Class of 2022</td>
<td>6</td>
<td>2020</td>
<td>51.7%</td>
<td>35.7%</td>
<td>65.6%</td>
<td>64.3%</td>
<td>50.0%</td>
<td>Prediction</td>
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</table>

Atmosphere’s “sprints” are quizzes administered throughout the year that consist of released NYS Exam passages and questions. They are used as practice to help the students actively improve throughout the year. Results of sprints administered after the Midline are used to adjust prior state exam predictions based through a comparison to results from prior years.

The procedure below was used to determine the Predicted NYS ELA Levels for students:

1. Calculated Baseline and Midline Scores
2. Calculated 2019 and 2020 Achieved Potential Growth measured from Baseline to Midline
3. Calculated the Difference between Achieved Baseline to Midline Growth 2019 vs 2020
4. Calculated 2019 Achieved Potential Growth from Midline to NYS Exam 2019
5. Calculated 2020 Potential Growth Boost Calculated for Midline to NYS Exam
6. Calculated Predicted NYS Score
7. Converted Individual Students’ Midline Scores to Predicted NYS Score
8. Incorporated Post Midline English Sprints
9. Assigned Student Predicted NYS Level

In order to calculate each student’s 2020 Predicted NYS Levels, student data from completed assessments was used. The student data sets include:

- Baseline and Midline results from the 2018-2019 and 2019-2020 school year
- Achieved Growth measured from Baseline to Midline
- Difference between Baseline to Midline Achieved growth 2018-2019 vs 2019-2020
- NYS results and levels from the 2018-2019 school year
- Growth measured from Midline to NYS Exam during the 2018-2019 school year

RESULTS AND EVALUATION

8th Grade: Based off the Midline results administered on January 27 and 28, the prediction for Class of 2020 NYS Proficiency was 50%. However, after the February Break Intervention program and through the reinforcement of the importance of the Atmosphere Systems in the classroom, assessment results since the Midline Exam increase the Proficiency prediction to be closer to 55%.

As shown in the chart above, the Class of 2020 averaged 51.6% on the English Midline Multiple Choice (MC), which is a 1.3% decrease from the prior year. The Midline MC Proficiency was 37.5%, which is a 5.5% lower from 8th grade last year. The Midline Constructed Response (CR) Average

Atmosphere Academy Public Charter School 2019-20 Accountability Plan Progress Report
Page 10 of 32
was 1.8% higher than 8th grade last year, and the CR Midline Proficiency was 12.7% greater than 8th grade last year.

7th Grade: Based off the Midline results administered on January 27 and 28, the prediction for Class of 2021 NYS Proficiency was 45%. However, after the February Break Intervention program and through the reinforcement of the importance of the Atmosphere Systems in the classroom, assessment results since the Midline Exam increase the Proficiency prediction to be closer to 50%.

<table>
<thead>
<tr>
<th>Class</th>
<th>English Midline Grade</th>
<th>English Midline Year</th>
<th>English Midline MC %</th>
<th>English Midline MC % &gt;= 60%</th>
<th>English Midline CR %</th>
<th>English Midline CR % &gt;= 60%</th>
<th>NYS English Proficient</th>
<th>NYS English % Proficient Type</th>
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<tr>
<td>Class of 2018</td>
<td>7</td>
<td>2017</td>
<td>43.0%</td>
<td>9.4%</td>
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<td>Class of 2019</td>
<td>7</td>
<td>2018</td>
<td>48.6%</td>
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<td>Class of 2020</td>
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<td>2019</td>
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<td>Class of 2021</td>
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<td>57.6%</td>
<td>51.5%</td>
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<tr>
<td>C2021 vs. C2018</td>
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<td>14.6%</td>
<td>42.1%</td>
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<td>9.0%</td>
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<td>19.1%</td>
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<td>14.9%</td>
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</tr>
<tr>
<td>C2021 vs. C2020</td>
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<td></td>
<td>2.2%</td>
<td>5.7%</td>
<td>1.9%</td>
<td>-1.0%</td>
<td>4.0%</td>
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</tr>
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</table>

As shown in the chart above, the Class of 2021 averaged 57.6% on the English Midline Multiple Choice, which is a 2.2% increase from the prior year. Midline MC Proficiency was 51.5%, which is 5.7% higher from 7th grade last year. The Midline Constructed Response Average was 74.5%, which is a 1.9% increase from 7th grade last year. The Midline Proficiency was 78.2%, which is a 1.0% decrease from 7th grade last year.

6th Grade: Based off the Midline results administered on January 27 and 28, the prediction for Class of 2020 NYS Proficiency was 50%.
As shown in the chart above, the Class of 2022 averaged 51.7% on the English Midline Multiple Choice, which is a 3.3% increase from the prior year. Midline MC Proficiency was 35.7%, which is a 9.8% increase from 6th grade last year. The Midline Constructed Response average was 65.7%, which is a 2.0% increase from 6th grade last year. Midline CR Proficiency was 64.3%, which is an 8.2% increase from 6th grade last year.

**ADDITIONAL EVIDENCE**

Student scores on Atmosphere’s interim assessments were the highest in the school’s history, even outpacing last year’s scores when Atmosphere was one of the fastest growing schools in New York State. The results shown in the previous section were predicting approximately 52% schoolwide proficiency in English for 2020, a projected increase of 8 percentage points over 44% on the 2019 NYS ELA exams and an increase of 43.3 percentage points from 2016. The chart below shows the growth in scores over time by grade level and overall.
SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

Based on our projected levels of proficiency on the NYS ELA exams, we believe we have met the overall accountability goal for ELA. While it is unlikely that we would have met the absolute goal of 75 percent of all students in at least their 2\textsuperscript{nd} year at the school reaching proficiency, we do believe we would have met all other Absolute, Comparative, and Growth goals outlined in the Accountability Plan. The data demonstrates that the Class of 2020, Class of 2021, and Class of 2022 had the potential to be the first Atmosphere cohorts to average higher than NYC on the Multiple Choice section of NYS English Exam.

ACTION PLAN

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

- Highly Effective Teachers
  - Staff Selection- In addition to systems previously put in place, the leadership team closely evaluated staff performance data to determine who would be invited to return for the 2020 - 2021 academic year. Staff was evaluated using a portfolio based model that measured performance against a customized rubric created by the school that incorporates school values and systems with the Charlotte Danielson framework. As a result of our comprehensive coaching schedule, all English teachers showed growth in their development and were invited to return. The recruitment and hiring of the staff continues to be a rigorous process, with the competition of multiple high-quality candidates for any given opening. These candidates were filtered according to a strict criteria that aligns with Atmosphere’s goals. Demonstration tasks were developed to closely mirror their work responsibilities. Interviews and demonstrations were evaluated against a specific rubric and point system for the position. A number of English teachers were hired for the 2020-2021 school year during the quarantine. The selection process was modified to appropriately adapt to a virtual environment. Additional support for new hires was provided by the Instructional Leader for the department in order to insure the readiness for these new staff members.
  - Professional Development - The school has continued its investment in coaching and professional development. All of these practices are designed to promote professional reflection and growth. This year, the school focused on building Reasoning Across All Content Areas (RAACA). The RAACA initiative promoted the use of reading strategies and the application of logic and evidence to solve a problem. Scholars were taught to closely read the story, build vocabulary and identify the
organization of the text. Once developed, scholars were encouraged to apply these skills when answering multiple choice questions. The RAACA initiative was designed for use in all courses in order to maintain consistent reading expectations across all content areas. Workshops were offered during the winter to teachers in all content areas to create assignments that would effectively develop scholars in this area. The school hopes to further develop teachers during the 2020 - 2021 school year on RAACA instructional strategies. The leadership team has also agreed to send staff for professional learning through the Association for Middle-Level Education, The College Board and Newsela. Although the school moved to a remote model in the spring. Teachers continued to provide targeted instruction through this initiative using digital platforms. This practice will be enhanced in the 2020-2021 school year through the use of additional digital platforms that will enhance student capability to text annotate when close reading and responding to multiple choice questions.

- Peer Coaching - During the 2019-2020 school year, the English Department piloted a peer coaching model. A master teacher who had received distinguished ratings for multiple years coached two novice teachers in the department. The peer coach observed the teachers during lessons and offered non-evaluative feedback. The feedback built the novice teachers repertoire of instructional strategies and strengthened the quality of the critical questions asked of students. These observations were conducted virtually using a Portal device, as the teachers are assigned to different grade levels. The program was successful and thus it has been expanded for the 2020 - 2021 school year. The department now has two master teachers who are mentoring two novice teachers each.

- Curricular and Instructional Systems – In 2020 - 2021, instruction at Atmosphere Academy will continue to focus on growth of students in alignment with the standards and AAPCS systems. Curriculum maps for all courses have been developed to provide adherence to the standards while providing connection to real life situations and adequate time for assessment and revisiting of content. The maps for grade level ELA courses have been aligned to the New York State Next Generation Learning Standards and EngageNY. This work allows us to utilize this resource to measure teacher effectiveness and student growth against a standard on multiple occasions. It also better supports the full instructional cycle (teach, assess, investigate data, identify areas of need, reteach and reassess).
  - In order to support proficiency in the comprehension and analysis of informational text, all content areas will utilize our LUCK reading system when assigning a reading prompt. The system promotes strategic text annotation in order to fully understand key components of what the scholar is reading and better respond to what is being asked. This year, the LUCK system will be conducted digitally using the Kami app in connection with Google Classroom. This change to digital submission will better facilitate this work in a Blended model and also enhance 21st century skills. LUCK in connection with RAACA (discussed above) will be completed in all content areas.
  - The grading policy has been modified for the school’s Blended Learning model, prioritizing smaller more frequent formative assessments. This change was made in
order to better address the needs of scholars as they learn remotely, allowing teachers to be able to more closely monitor student performance and reallocate time for reteaching. The policy continues to set a standard for the minimum number of assessments required so that student grades are a compilation of multiple types of tasks. This includes a quarterly assessment developed by the department to measure growth over the course of the year. Entries will be closely monitored by Instructional Leaders to ensure adherence to this policy.

- While in Blended Instruction, all students will receive 700 minutes of Humanities instruction per week plus 700 minutes per week of STEM instruction per week and an additional 140 minutes of Achievement instruction per week. Students will also receive 70 minutes of Advisory instruction and 70 minutes of Restorative Justice Instruction, which focuses on building life skills, study skills, and 21st-century skills. The course also facilitates guided work time. When the school returns to the Full In-Person model, all students will receive 750 minutes of Humanities instruction per week plus 750 minutes per week of STEM instruction per week and an additional 290 minutes of Achievement instruction per week. Students will also receive 50 minutes of Advisory instruction and 50 minutes of Restorative Justice Instruction. Furthermore, special school days have been added to the calendar and during breaks to provide even more time on task related to Achievement instruction. These special days add additional school days.

- Intervention Systems – All special education instruction and academic intervention services is data-driven. Beyond the full group setting, all students who are not performing at grade level in their core academic classes will receive increased supplemental services under the school’s Rapid Response to Intervention framework. Students identified through this process are provided with a variety of supports. These supports include but are not limited to: additional time added to each class period for small group support, Read180/Math Lab curriculum, Behavior Intervention Plans, Academic Intervention Services (after-school - in Full In Person model only). The grade level leaders, in coordination with the Chief Learning Officer, oversee student data and placement in collaboration with an individualized team of teachers and staff members. These decisions are made at RTI team meetings on a cyclic basis to review student progress and determine if goals are being met. The Literacy Specialist works directly with students by collaboratively providing instruction with teachers within the classroom and via small group pull-out sessions for students with deficits in reading and writing. Learning Specialists will continue to work with special education students in ICT, SETSS, and Self-Contained settings. ELL Specialists will work with students via push-in, pull-out, and English as a New Language (ENL) classes. Achievement intervention services are provided in alignment with NYS test data. Student grouping is individualized as determined by identified areas of need, and student growth and placement is progress monitored throughout the year.

- Data and Achievement Systems – As it has since the school’s inception, Atmosphere will continue to enhance its ability to leverage data, target interventions, and develop
Atmosphere Academy Public Charter School 2019-20 Accountability Plan Progress Report

Page 16 of 32

curriculum that helps meet the needs of all students through the identification and remediation of skill and standard deficiencies.

To help maximize student achievement, Atmosphere has:

- allocated even more time to its achievement program and achievement curriculum, which teach students specific systems and strategies they can use to improve
- these systems and strategies are designed and embedded with mnemonic devices, exemplars, rubrics, step-by-step instructions, and countless best practices
- these systems and strategies are taught across all related classrooms on a consistent manner (for example, Atmosphere’s English systems are taught in English, English Lab, English Achievement, Social Studies, 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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- creation of curricula and selection of appropriate resources that closely mirror test structures so as to familiarize students with those structures

Culture - Atmosphere will continue to implement cultural norms and stringent classroom management procedures. Continuing our Merit and Demerit system will support the school’s restorative justice framework and adherence to policies. The school will hold a restorative justice council that provides students with opportunities to reflect and address negative behaviors (one day per week). Opportunities to be recognized as STAR students have been created to celebrate exemplary behavior and scholarship. Rewards including field trips and purchases at the school “swag” store will also promote positive school culture. The school life team has been expanded to include grade level deans, a guidance counselor, social worker and school aides. Atmosphere will provide professional development workshops for teachers in Classroom Management and the restorative justice model. Ongoing coaching to further support the proper management techniques and best practices will be given as needed.
GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

Summary of changes to the Elementary Mathematics Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 2: Mathematics

Students will demonstrate high levels of achievement in mathematics.

BACKGROUND

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

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

Atmosphere scholars model mathematical concepts with manipulatives and participate in activities that lead to the development of skills. We aim for students to communicate their mathematical thinking, reach consensus, and draw conclusions around key ideas together. Teachers follow the developmental learning process through concrete, representational, and abstract (CRA) interventions. This way, scholars develop their mathematical understanding and reasoning abilities. Building both conceptual understanding and procedural fluency are primary goals of instruction while fostering scholars’ communication skills, both verbally and in writing, while they employ proper language to describe their thinking processes. Our goal is for these strategies to work in concert to promote multiple literacies (English literacy, math literacy, and visual literacy).
The Mathematics Lab courses are assigned by section to address scholars’ needs. The enrichment sections serve scholars whose performance is at or above proficiency. The Enrichment Lab is designed to prepare scholars for the Algebra I Regents Exam in 8th grade. As a result, the curriculum for 6th grade Honors classes has been scaffolded to include 7th-grade content and the 7th grade Honors curriculum includes 8th grade Pre-Algebra content and resources. We have remediation sections that serve scholars whose performance is below proficiency. To best support these students, teachers utilize assessment data to formulate plans for the reinstruction and practice of deficit skill areas. In 2017-2019, the school utilized the Math 180 program to address these needs. However, the leadership team has determined that this resource was not completely effective as teachers were not able to connect content to the math course. As a result, the math lab was restructured. Through station teaching, mini workshops, tiered and differentiated instructional methods and technology based resources, teachers in the lab course provide the support needed to master the content.

In Quarter 3 and Quarter 4 of the 2019-2020 school year, remote instruction was implemented with great skill and effort. The school designed three phases of implementation for this instructional plan in order to give all members of our community time to adapt to the expectations. Instructional hours were from 9:00 am - 2:30 pm. In Phase 1, which began March 16th and continued through March 24th, teachers conducted live synchronous classes remotely using Google Classroom for their content according to a team specific schedule. Math, classes were 50 minutes each. Math Lab was suspended. Math Lab was reinstated in Phase 3, which began on April 27th and continued through the end of the year. In this phase, Math Lab was taught through the live synchronous model. Instruction including mathematical modeling and practice was implemented using digital platforms such as GoFormative, Kami, Khan Academy and Delta Math. Feedback was provided in real time as scholars worked on their assignments. As previously determined based on the conclusion of the New York State exams, Math Achievement courses ended.

METHOD

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

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.
Atmosphere’s “sprints” are quizzes administered throughout the year that consist of released NYS Exam passages and questions. They are used as practice to help the students actively improve throughout the year. Results of sprints administered after the Midline are used to adjust prior state exam predictions based through a comparison to results from prior years.

The procedure below was used to determine the Predicted NYS Math Levels for students:

1. Calculated Baseline and Midline Scores
2. Calculated 2019 and 2020 Achieved Potential Growth measured from Baseline to Midline
3. Calculated the Difference between Achieved Baseline to Midline Growth 2019 vs 2020
4. Calculated 2019 Achieved Potential Growth from Midline to NYS Exam 2019
5. Calculated 2020 Potential Growth Boost Calculated for Midline to NYS Exam
6. Calculated Predicted NYS Score
7. Converted Individual Students’ Midline Scores to Predicted NYS Score
8. Incorporated Post Midline English Sprints
9. Assigned Student Predicted NYS Level

In order to calculate each student’s 2020 Predicted NYS Levels, student data from completed assessments was used. The student data sets include:

- Baseline and Midline results from the 2018-2019 and 2019-2020 school year
- Achieved Growth measured from Baseline to Midline
- Difference between Baseline to Midline Achieved growth 2018-2019 vs 2019-2020
- NYS results and levels from the 2018-2019 school year
- Growth measured from Midline to NYS Exam during the 2018-2019 school year

RESULTS AND EVALUATION

8th Grade: Based off the Midline results administered on February 11 and 12, the prediction for Class of 2020 NYS Proficiency was 65%.
As shown in the chart above, Class of 2020 averaged 60.0% on the Math Midline Multiple Choice, which is a 8.7% increase from the prior year. Midline MC Proficiency was 72.0%, which is a 16.8% higher from 8th grade last year. The CR Midline Average was 17.5% higher than 8th grade last year. 2020 CR Midline Proficiency was 32.2% greater than 8th grade last year.

7th Grade: Based off the Midline results administered on February 11 and 12, the prediction for Class of 2020 NYS Proficiency was 65%.

As shown in the table above, the Class of 2021 averaged 62.4% on the Math Midline Multiple Choice, which is a 19.1% increase from the prior year. Midline MC Proficiency was 68.9%, which is a 35.3% increase from 7th grade last year. The CR Midline Average was 12.5% higher than 7th grade last year. CR Midline Proficiency was 25.8% greater than 7th grade last year.
6th Grade: Based off the Midline results administered on February 11 and 12, the prediction for Class of 2020 NYS Proficiency was 45%.

<table>
<thead>
<tr>
<th>Class</th>
<th>Math Midline Grade Level</th>
<th>Math Midline Year</th>
<th>Math Midline MC %</th>
<th>Math Midline MC % &gt;= 50%</th>
<th>Math Midline CR %</th>
<th>Math Midline CR % &gt;= 50%</th>
<th>NYS Math % Proficient</th>
<th>NYS Math % Proficient Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2018</td>
<td>6</td>
<td>2016</td>
<td>34.0%</td>
<td>7.9%</td>
<td>18.8%</td>
<td>3.1%</td>
<td>8.5%</td>
<td>Actual</td>
</tr>
<tr>
<td>Class of 2019</td>
<td>6</td>
<td>2017</td>
<td>39.0%</td>
<td>15.3%</td>
<td>29.8%</td>
<td>14.5%</td>
<td>24.2%</td>
<td>Actual</td>
</tr>
<tr>
<td>Class of 2020</td>
<td>6</td>
<td>2018</td>
<td>45.7%</td>
<td>38.1%</td>
<td>29.8%</td>
<td>24.2%</td>
<td>58.5%</td>
<td>Actual</td>
</tr>
<tr>
<td>Class of 2021</td>
<td>6</td>
<td>2019</td>
<td>57.3%</td>
<td>65.5%</td>
<td>51.8%</td>
<td>51.8%</td>
<td>58.5%</td>
<td>Actual</td>
</tr>
<tr>
<td>Class of 2022</td>
<td>6</td>
<td>2020</td>
<td>57.6%</td>
<td>63.6%</td>
<td>34.3%</td>
<td>45.0%</td>
<td>58.5%</td>
<td>Predicted</td>
</tr>
</tbody>
</table>

As shown in the table above, the Class of 2022 averaged 57.6% on the Math Midline Multiple Choice, which is a 0.3% increase from the prior year. Midline MC Proficiency was 63.6%, which is a 1.9% decrease from 6th grade last year. The CR Midline Average was 7.7% lower than 6th grade last year. CR Midline Proficiency was 17.5% lower than 6th grade last year.

ADDITIONAL EVIDENCE

The results shown in the previous section were predicting approximately 60% schoolwide proficiency in Math for 2020, a projected increase of 12 percentage points over 48% on the 2019 NYS Math exams and an increase of 52 percentage points from 2016. The chart below shows the growth in scores over time by grade level and overall.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6th Grade</td>
<td>65%</td>
<td>58.5%</td>
<td>24.2%</td>
<td>14.5%</td>
<td>8.0%</td>
</tr>
<tr>
<td>7th Grade</td>
<td>65%</td>
<td>39.6%</td>
<td>27.0%</td>
<td>20.6%</td>
<td>N/A</td>
</tr>
<tr>
<td>8th Grade</td>
<td>45%</td>
<td>45.9%</td>
<td>22.2%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>All</td>
<td>60%</td>
<td>47.9%</td>
<td>24.6%</td>
<td>17.6%</td>
<td>8.0%</td>
</tr>
</tbody>
</table>

Algebra Regents: As scholars will not be able to take the NYS Algebra Regents, Atmosphere Academy has utilized a series of internal assessments to illustrate our scholars’ preparedness for proficiency. A Baseline exam, which was a replica of the entire January 2017 Regents, was given on
January 8, 2020. A Final exam was given on June 2, 2020, which is a replica of the Multiple-choice questions from the January 2017 Regents. Please note that while the same Regents exam was used to create assessments, the tests were differentiated. As discussed on previous slides, Atmosphere believes our internal assessments are accurate predictors of student performance on the state exam. The May 2019 Baseline predicted a 92.85% passing rate, and we had 93% on the state exam one month later.

<table>
<thead>
<tr>
<th>Date Internal Exam was administered</th>
<th>% of scholars passing the internal exam</th>
<th>% passing on Regents</th>
<th>% of scholars with 4s and 5s</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2019 Baseline (8th graders from 2018-19 class)</td>
<td>93%</td>
<td>93%</td>
<td>39.5%</td>
</tr>
<tr>
<td>January 2020 Baseline (8th graders from 2019-20 class)</td>
<td>79%</td>
<td>90 - 95% PREDICTION Exam Cancelled</td>
<td>40 - 45% PREDICTION Exam Cancelled</td>
</tr>
<tr>
<td>June 2020 Final Exam (8th graders from 2019-20 class) (Remotely)</td>
<td>82%</td>
<td>90 - 95% PREDICTION Exam Cancelled</td>
<td>50 - 55% PREDICTION Exam Cancelled</td>
</tr>
</tbody>
</table>

**SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL**

Based on our projected levels of proficiency on the NYS ELA exams, we believe we have met the overall accountability goal for ELA. While it is unlikely that we would have met the absolute goal of 75 percent of all students in at least their 2nd year at the school reaching proficiency, we do believe we would have met all other Absolute, Comparative, and Growth goals outlined in the Accountability Plan. The data demonstrates that the Class of 2020 and Class of 2021 were predicted to break Atmosphere’s records in NYS Math Exam Multiple Choice Averages and overall NYS Math Exam Proficiency.
ACTION PLAN

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

- **Highly Effective Teachers**
  - **Staff Selection** - In addition to systems previously put in place, the leadership team closely evaluated staff performance data to determine who would be invited to return for the 2020-2021 academic year. Staff was evaluated using a portfolio-based model that measured performance against a customized rubric created by the school that incorporates school values and systems with the Charlotte Danielson framework. As a result of our comprehensive coaching schedule, all but two math teachers that began the 2019-2020 school year showed growth in their development and were invited to return. These teachers were dismissed mid-year and replaced with staff members that were invited to return. The recruitment and hiring of the staff continues to be a rigorous process, with the competition of multiple high-quality candidates for any given opening. These candidates were filtered according to a strict criteria that aligns with Atmosphere’s goals. Demonstration tasks were developed to closely mirror their work responsibilities. Interviews and demonstrations were evaluated against a specific rubric and point system for the position. A number of Mathematics teachers were hired for the 2020-2021 school year during the quarantine. The selection process was modified to appropriately adapt to a virtual environment. Additional support for new hires was provided by the Instructional Leader for the department in order to insure the readiness for these new staff members.
  - **Professional Development** - The school has continued its investment in coaching and professional development. All of these practices are designed to promote professional reflection and growth. This year, the school focused on building Reasoning Across All Content Areas (RAACA). The RAACA initiative promoted the use of reading strategies and the application of logic and evidence to solve a problem. Similar to its application in English, scholars were taught to closely read the math problem, build vocabulary and identify the steps required to answer the question. Once developed, scholars were encouraged to apply these skills when answering multiple choice questions. The RAACA initiative was designed for use in all courses in order to maintain consistent reading expectations across all content areas. Workshops were offered during the winter to teachers in all content areas to create assignments that would effectively develop scholars in this area. The school hopes
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- Blue Engine Coaching - During the 2019-2020 school year, the Mathematics Department piloted the use of Blue Engine, an outside vendor to coach three 8th grade teachers in the math department. A dedicated Blue Engine coach was assigned to observe and provide support to the teachers through regular weekly meetings. The program specifically focused on data driven instructional interventions. The program was successful and thus it has been expanded for the 2020 - 2021 school year. The department now has math teachers in every grade level involved in the program. In addition to teacher development, Blue Engine will also be coaching two leaders in order to better support the program.

- Curricular and Instructional Systems – In 2020 - 2021, instruction at Atmosphere Academy will continue to focus on growth of students in alignment with the standards and AAPCS systems. Curriculum maps for all courses have been developed to provide adherence to the standards while providing connection to real life situations and adequate time for assessment and revisiting of content. The maps for grade level Math courses have been aligned to the New York State Next Generation Learning Standards. This work allows us to utilize this resource to measure teacher effectiveness and student growth against a standard on multiple occasions. It also better supports the full instructional cycle (teach, assess, investigate data, identify areas of need, reteach and reassess). All Math teachers will address Mathematical Practices and focus on teaching students to respond to questions using the SOLVE method (Study the problem, Organize the information, Line up your plan, Verify your plan, Examine your result). Additional systems (such as SPACE and MATH) are also used to better connect mathematics problem solving strategies to specific question types.

  - In order to improve instructional delivery, the math department has begun creating its own learning packets. Teachers in the department will discontinue use of GoMath by the end of 2021 as these materials are created. This shift allows the mathematics Instructional Leader greater oversight in the quality of the materials. More specifically the team is developing unit based packets that will provide a progression of skills, step by step examples and stronger alignment to our math systems.
  - The grading policy has been modified for the school’s Blended Learning model, prioritizing smaller more frequent formative assessments. This change was made in order to better address the needs of scholars as they...
learn remotely, allowing teachers to be able to more closely monitor student performance and reallocate time for reteaching. The policy continues to set a standard for the minimum number of assessments required so that student grades are a compilation of multiple types of tasks. This includes a quarterly assessment developed by the department to measure growth over the course of the year. Entries will be closely monitored by Instructional Leaders to ensure adherence to this policy.

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GOAL 3: SCIENCE

ELEMENTARY SCIENCE

Summary of changes to the Elementary Science Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates or a district comparison.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 3: Science
Students will demonstrate high levels of achievement in Science.

BACKGROUND

Since the opening of AAPCS, the Science Department followed a discipline specific model: 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.

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.

Our science program also consists of Science Achievement in grade 8. This program is designed to prepare scholars for the NYS exam. The content is spiraled to include the three middle school disciplines (Earth Science, Life Science, and Physical Science) covered as well as some 5th grade content. 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.

In Quarter 3 and Quarter 4 of the 2019-2020 school year, remote instruction was implemented with great skill and effort. The school designed three phases of implementation for this instructional plan.
in order to give all members of our community time to adapt to the expectations. Instructional hours were from 9:00 am -2:30 pm. In all phases, science teachers conducted live synchronous classes remotely using Google Classroom according to a team specific schedule. Science classes were 50 minutes each instruction was implemented using digital platforms such as Amplify, GoFormative, Kami, Edpuzzle and Flocabulary. Feedback was provided in real time as scholars worked on their assignments. As previously determined based on the conclusion of the New York State exams, Science Achievement courses ended.

METHOD

As 8th Grade scholars were not able to take the NYS Science Exam, Atmosphere Academy has utilized a series of internal assessments to illustrate our scholars' preparedness for proficiency.

- A Baseline exam constructed of released state exam questions was given October 19, 2019.
  - The proficiency rate was 29%
  - It is important to note that at the time of assessment, only 30% of the content tested was covered.
- Unit exams were later administered remotely when the content was taught. These exams were compared to the specific related questions from the Baseline to measure growth.
  - Proficiency rates grew an average of 32% between the Baseline and Unit Exams.
- The midline exam scheduled for May 2020 was cancelled.

RESULTS AND EVALUATION

<table>
<thead>
<tr>
<th>Internal Assessment</th>
<th>% of scholars passing</th>
<th>% passing NY State Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Baseline 2018</td>
<td>N/A</td>
<td>37% June 2018</td>
</tr>
<tr>
<td>May 2019 (Baseline)</td>
<td>23%</td>
<td>49% June 2019</td>
</tr>
<tr>
<td>May 4, 2020 (Midline)</td>
<td>Exam Cancelled</td>
<td>2020 Exam Cancelled</td>
</tr>
<tr>
<td>November 2019 - March 2020</td>
<td>59 - 77%</td>
<td>60% PREDICTION - Exam Cancelled</td>
</tr>
</tbody>
</table>
ADDITIONAL EVIDENCE

The predicted 60% rate for the 2020 NYS Science exam represents an increase of 8.6 percentage points from 2019 and an increase of 23 percentage points from 2018, the first year Atmosphere students took the exam.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Given the predicted 60% proficiency rate, we most likely not meet the Absolute Goal for Science. In addition, we are unable to determine if the Comparative Goal would have been met, as there are no district scores available for comparison.

ACTION PLAN

Atmosphere has updated its Science program in the summer of 2020 to consist of three integrated grade level courses.

- Integrated Science 6
- Integrated Science 7
- Integrated Science 8 (starting Fall of 2021)

This new course sequence will begin implementation in the fall of 2020 in order to align with the New York State P-12 Science Learning Standards, which requires students to develop a deeper understanding of the three middle school disciplines (Earth Science, Life Science, and Physical Science). Our decision to implement an integrated approach was made in order to better expose students to a combination of the three disciplines at each grade level. We believe this integrated approach will help prepare our students for this new exam (administered in 2022) and is more closely aligned with the English and Mathematics standards for each grade level. Prior to this change, the Science Department followed a discipline specific model to align with the old Science Learning Standards.

The department is also increasing its leadership team by training two apprentice administrators. Two science teachers have been identified for this transitional program, which will prepare them to serve as future leaders of the department in the event of expansion or other strategic changes. The teachers will receive mentoring around special projects such as curriculum updates, the creation of common benchmark assessments and vertical alignment of performance expectations for labs. The Apprentice Administrators also will support the science achievement program and the indoctrination of new teachers in the department.

Additional improvements and revisions made to the school’s science program mirror those presented above in the English Language Arts and Mathematics action plan. These changes are focused on continued professional development of highly qualified practitioners, a significant
reallocation of staffing resources to better support students with the greatest level of need, a consistent use of data and achievement systems to target and remediate student deficiencies, increased expectations of both students and staff, and continued tight supervision and evaluation of teachers.

In addition, these improvements, the achievement course scope and sequence was reallocated to provide more time to target areas identified by benchmark assessments as well as provide more time to prepare students for the written and performance sections of the state science exam. The school has continued its investment in coaching and professional development in science. This year, the leadership team has agreed to send staff for professional learning through the Middle School Science Administrator Institute, the Association for Middle-Level Education, Amplify Science, Urban Advantage, and The College Board.

**GOAL 4: ESSA**

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available here.

<table>
<thead>
<tr>
<th>Goal 7: Absolute Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**METHOD**

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

**RESULTS AND EVALUATION**

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

**ADDITIONAL EVIDENCE**

AAPCS has maintained an accountability status of Good Standing in all years of operation.
<table>
<thead>
<tr>
<th>Year</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>Good Standing</td>
</tr>
<tr>
<td>2018-19</td>
<td>Good Standing</td>
</tr>
<tr>
<td>2019-20</td>
<td>Good Standing</td>
</tr>
</tbody>
</table>
DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

1. Name of education corporation: Atmosphere Academy Public Charter School

2. Trustee's name (print): M. James Spitzer

3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): N/A

4. Home address:

5. Business Address:

6. Daytime phone:

7. E-mail:

8. Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write “None.” Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

<table>
<thead>
<tr>
<th>Date(s)</th>
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<th>Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)</th>
<th>Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))</th>
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<td></td>
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7/28/2020

Date

Form Revised November 16, 2015
DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

1. Name of education corporation: Atmosphere Academy Public Charter Schools

2. Trustee’s name (print): Mervin Burton

3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Treasurer

4. Home address:

5. Business Address:

6. Daytime phone:

7. E-mail:

8. Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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Signature: [Redacted]  

Date: 7/28/2020  

Form Revised November 16, 2015
DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

1. Name of education corporation: Atmosphere Academy Public Charter School

2. Trustee’s name (print): Michael J. Lagas, Ed.D.

3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Chair

4. Home address: [Redacted]

5. Business Address: [Redacted]

6. Daytime phone: [Redacted]

7. E-mail: [Redacted]

8. Is Trustee an employee of the education corporation? ____Yes. ___X_No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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Form Revised November 16, 2015

Date: 07-20-2020

Signature
DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

1. Name of education corporation: Atmosphere Academy Public Charter School

2. Trustee's name (print): Jesse J. Greene, Jr

3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
   Secretary

4. Home address: [Redacted]

5. Business Address:

6. Daytime phone:

7. E-mail: [Redacted]

8. Is Trustee an employee of the education corporation? Yes. ☑ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write “None.” Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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<tr>
<td>ongoing</td>
<td>Loans to Atmosphere Academy</td>
<td>All components reviewed by full Board, Terms per SUNY guidelines.</td>
<td>Jesse J. Greene, Jr, Lender</td>
</tr>
</tbody>
</table>

Please write “None” if applicable. Or, if leave this space blank.
10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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 education corporation and in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write “None.”

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Please write “None” if applicable. Do not leave this space blank.

Date: July 28, 2020

Form Revised November 16, 2015
DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

1. Name of education corporation: Atmosphere Academy Public Charter School

2. Trustee's name (print): Alan G. Dillon

3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
   Trustee

4. Home address:

5. Business Address:

6. Daytime phone:

7. E-mail:

8. Is Trustee an employee of the education corporation? Yes, No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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</tbody>
</table>

**Signature**

Date: 7/21/2016

*Form Revised November 16, 2015*
School Days

2019-2020 Year
177 school days.

1. August 23 Friday
2. August 26 Monday
3. August 27 Tuesday
4. August 28 Wednesday
5. August 29 Thursday
6. September 4 Wednesday
7. September 5 Thursday
8. September 6 Friday
9. September 7 Tuesday
10. September 11 Wednesday
11. September 12 Thursday
12. September 13 Friday
13. September 16 Monday
14. September 18 Wednesday
15. September 19 Thursday
16. September 20 Friday
17. September 23 Monday
18. September 24 Tuesday
19. September 25 Wednesday
20. September 26 Thursday
21. September 27 Friday
22. October 3 Thursday
23. October 4 Friday
24. October 7 Monday
25. October 8 Tuesday
26. October 10 Thursday
27. October 11 Friday
28. October 15 Tuesday
29. October 16 Wednesday
30. October 17 Thursday
31. October 18 Friday
32. October 22 Tuesday
33. October 23 Wednesday
34. October 24 Thursday
35. October 25 Friday
36. October 28 Monday
37. October 29 Tuesday
38. October 30 Wednesday
39. October 31 Thursday
40. November 1 Friday
41. November 4 Monday
42. November 5 Tuesday
43. November 6 Wednesday
44. November 7 Thursday
45. November 8 Friday
46. November 12 Tuesday
47. November 13 Wednesday
48. November 14 Thursday
49. November 15 Friday
50. November 15 Tuesday
51. November 19 Tuesday
52. November 20 Wednesday
53. November 21 Thursday
54. November 22 Friday
55. November 25 Monday
56. December 2 Monday
57. December 3 Tuesday
58. December 4 Wednesday
59. December 5 Thursday
60. December 6 Friday
61. December 9 Monday
62. December 10 Tuesday
63. December 11 Wednesday
64. December 12 Thursday
65. December 13 Friday
66. December 16 Monday
67. December 17 Tuesday
68. December 18 Wednesday
69. December 19 Thursday
70. January 6 Monday
71. January 7 Tuesday
72. January 8 Wednesday
73. January 9 Thursday
74. January 10 Friday
75. January 13 Monday
76. January 14 Tuesday
77. January 15 Wednesday
78. January 16 Thursday
79. January 17 Friday
80. January 21 Tuesday
81. January 22 Wednesday
82. January 23 Thursday
83. January 24 Friday
84. January 27 Monday
85. January 28 Tuesday
86. January 29 Wednesday
87. January 30 Thursday
88. January 31 Friday
89. February 3 Monday
90. February 4 Tuesday
91. February 5 Wednesday
92. February 6 Thursday
93. February 7 Friday
94. February 10 Monday
95. February 11 Tuesday
96. February 12 Wednesday
97. February 13 Thursday
98. February 14 Friday
99. February 25 Tuesday
100. February 26 Wednesday
101. February 27 Thursday
102. February 28 Friday
103. March 2 Monday
104. March 3 Tuesday
105. March 4 Wednesday
106. March 5 Thursday
107. March 6 Friday
108. March 9 Monday
109. March 10 Tuesday
110. March 11 Wednesday
111. March 12 Thursday
112. March 13 Friday
113. March 16 Monday
114. March 17 Tuesday
115. March 18 Wednesday
116. March 19 Thursday
117. March 20 Friday
118. March 23 Monday
119. March 24 Tuesday
120. March 25 Wednesday
121. March 26 Thursday
122. March 27 Friday
123. March 30 Monday
124. March 31 Tuesday
125. April 1 Wednesday
126. April 2 Thursday
127. April 3 Friday
128. April 6 Monday
129. April 7 Tuesday
130. April 15 Wednesday
131. April 16 Thursday
132. April 17 Friday
133. April 19 Monday
134. April 21 Tuesday
135. April 22 Wednesday
136. April 23 Thursday
137. April 24 Friday
138. April 27 Monday
139. April 28 Tuesday
140. April 29 Wednesday
141. April 30 Thursday
142. May 1 Friday
143. May 4 Monday
144. May 5 Tuesday
145. May 6 Wednesday
146. May 7 Thursday
147. May 8 Friday
148. May 11 Monday
149. May 12 Tuesday
150. May 13 Wednesday
151. May 14 Thursday
152. May 15 Friday
153. May 18 Monday
154. May 19 Tuesday
155. May 20 Wednesday
156. May 21 Thursday
157. May 27 Wednesday
158. May 28 Thursday
159. May 29 Friday
160. June 1 Monday
161. June 2 Tuesday
162. June 3 Wednesday
163. June 4 Thursday
164. June 5 Friday
165. June 8 Monday
166. June 15 Tuesday
167. June 16 Wednesday
168. June 11 Thursday
169. June 12 Friday
170. June 15 Tuesday
171. June 16 Wednesday
172. June 17 Thursday
173. June 18 Friday
174. June 19 Saturday
175. June 22 Monday
176. June 23 Tuesday
177. June 24 Wednesday
LETTER OF APPROVAL

THIS LETTER OF APPROVAL COVERS THE SYSTEM INDICATED BELOW. IT IS SUBJECT TO ADMINISTRATIVE REVIEW AND AUDIT.

APPROVAL OF THE SYSTEM(S) IS GRANTED IN ACCORDANCE WITH:

☐ SELF CERTIFICATION  ☑ INSPECTION  ☐ PROFESSIONAL CERTIFICATION

GROUP E(EDU.,LO-RI,SPK)FAS
MAN / SSC / SPK / COG
CO DETECTION SYSTEM
RRM, SYRACUSE/NY

Sincerely,

Chief of Fire Prevention
City of New York

38301750 9 11/01/18 53174.4
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
   Address: 3700 INDEPENDENCE AVENUE
   Building Identification Number (BIN): 2085776
   Block Number: 05903
   Lot Number(s): 299
   Certificate Type: Final
   Effective Data: 04/26/2013
   Building Type: Altered

For zoning lot mates & bounds, please see BISWeb.

   Building Occupancy Group classification: F-1B (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
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.

<table>
<thead>
<tr>
<th>Floor From To</th>
<th>Maximum persons permitted</th>
<th>Live load lbs per sq. ft.</th>
<th>Building Code occupancy group</th>
<th>Dwelling or Rooming Units</th>
<th>Zoning use group</th>
<th>Description of use</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEL</td>
<td>286</td>
<td></td>
<td>F-1B</td>
<td></td>
<td>4</td>
<td>MULTI-PURPOSE ROOM AND GYM</td>
</tr>
<tr>
<td>CEL</td>
<td>200</td>
<td>OG</td>
<td></td>
<td></td>
<td>4C</td>
<td>BOILER ROOM, STORAGE, MAINTENANCE</td>
</tr>
<tr>
<td>BAS</td>
<td>200</td>
<td>100</td>
<td>J-2</td>
<td>1</td>
<td>2</td>
<td>ONE SUPT. APT (2RMS)</td>
</tr>
<tr>
<td>BAS</td>
<td>190</td>
<td>F-1B</td>
<td></td>
<td></td>
<td>4</td>
<td>TOILETS, BET MIDRASH, 9:00- MINYAN</td>
</tr>
<tr>
<td>MEZ</td>
<td>68</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td>SANCTUARY MEZZ. NOTÉ. HIGH HOLIDAYS-CELLAR AND BASEMENT- 350 PERSONS MAX, CAPACITY FOR RELIGIOUS PURPOSE. CLASSROOMS 5 &amp; 6 NOT TO BE OCCUPIED CON- JUNCTIVELY WITH SOCIAL HALL AND GYMNASIUM. FIRE DEPARTMENT APPROVAL FOR INTERIOR FIRE ALARM SYSTEM.</td>
</tr>
<tr>
<td>001</td>
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<td>OFFICES, MULTI-PURPOSE ROOM</td>
</tr>
<tr>
<td>001</td>
<td>570</td>
<td>100</td>
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<td>MAIN SANCTUARY, RABBI STUDY, COAT STORAGE</td>
</tr>
<tr>
<td>001</td>
<td>300</td>
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<td>F-1B</td>
<td></td>
<td>4</td>
<td>SOCIAL HALL</td>
</tr>
<tr>
<td>002</td>
<td>0</td>
<td>100</td>
<td>F-1B</td>
<td></td>
<td>4</td>
<td>JUNIOR CONGREGATION AND TOILETS</td>
</tr>
<tr>
<td>002</td>
<td>118</td>
<td>100</td>
<td>F-1B</td>
<td></td>
<td>4</td>
<td>DAYCARE (4 CLASSROOMS &amp; OFFICES (AGES 2-6) REFER TO NOTES.</td>
</tr>
<tr>
<td>ROOF</td>
<td>70</td>
<td>100</td>
<td>F-1B</td>
<td></td>
<td>4</td>
<td>MECHANICAL EQUIPMENT, DAYCARE OPEN PLAY AREA</td>
</tr>
</tbody>
</table>

Borough Commissioner

Commissioner

DOCUMENT CONTINUES ON NEXT PAGE
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
LETTER OF APPROVAL

THIS LETTER OF APPROVAL COVERS THE SYSTEM(S) INDICATED BELOW. IT IS SUBJECT TO ADMINISTRATIVE REVIEW AND AUDIT. APPROVAL OF THE SYSTEM(S) IS GRANTED IN ACCORDANCE WITH: ☑ SELF-CERTIFICATION □ INSPECTION.

Control Id. - Name of System:

 Very truly yours,

Chief of Fire Prevention
**LETTER OF APPROVAL**

This letter of approval covers the system indicated below. It is subject to administrative review and audit.

Approval of the system(s) is granted in accordance with:

- [ ] Self Certification
- [x] Inspection
- [ ] Professional Certification

Group E (EDU., LO-RI, SPK) FAS
MAN / SSC / SPK / COC
MDL, HICKSVILLE/NY

29 NYC Admin. Code § FC 104.2

Sincerely,

Chief of Fire Prevention
City of New York

---

<table>
<thead>
<tr>
<th>BLDGS DEPT APPL. NO.</th>
<th>ACCOUNT NUMBER</th>
<th>DATE OF APPROVAL</th>
<th>DATE OF INSPECTION</th>
<th>INSPECTOR NAME</th>
<th>PLAN NUMBER</th>
<th>FLOOR(S) INSPECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>220330425</td>
<td>33232232</td>
<td>10/22/13</td>
<td>10/01/13</td>
<td>J. SZAJBNER</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PREMISES</th>
<th>BOROUGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 MARBLE HILL AVE</td>
<td>BRONX</td>
</tr>
</tbody>
</table>
FIRE SPRINKLER SYSTEM INSPECTIONS REPORT

Building Address: Sarsen Realty- 22 Marble St, Bronx, Ny
Contact person: 212-645-0101

TYPE OF SYSTEM: WET □ DRY □

MONTHLY INSPECTION: YES □ NO □ N/A □
DATE OF INSPECTION: [July 11, 2019]

Monthly Inspections:

1. **Control Valves:**
   - Is control valve open? [ ] Yes [ ] No
   - Are chains and lock or tamper switch in good condition? [ ] N/A [ ] Yes [ ] No
   - Painted or Corroded sprinkler heads? [ ] Yes [ ] No
   - Main Drain? [ ] Yes [ ] No
   - Inspectors test valve? [ ] Yes [ ] No
   - Slamase connection? [ ] Yes [ ] No
   - Drain valve? [ ] Yes [ ] No
   - Ball Drip valve? [ ] Yes [ ] No
   - Curb Box? [ ] Yes [ ] No

   **Comment on all “NO” Answers**

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. **Sprinkler box:**
   - Does the box have sprinkler heads in it? [ ] Yes [ ] No
   - Does the box have a sprinkler wrench? [ ] Yes [ ] No

5. **Alarm System:**
   - Is alarm visible? [ ] Yes [ ] No
   - Central Alarm system □ Local Alarm □

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

Witness inspection by:
Print Name: Wilmer Leon Signature: [Signature]

---

68 East 131 Street, New York, NY 10037
Phone: 212-534-0915 | Fax: 212-281-2068
L.I.C. # 4748
admin@expertfiresprinkler.com
Certificate of Occupancy

CO Number: 220349193F

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.

<table>
<thead>
<tr>
<th>A. Borough: Bronx</th>
<th>Block Number: 05776</th>
<th>Certificate Type: Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address: 5959 BROADWAY</td>
<td>Lot Number(s): 621</td>
<td>Effective Date: 04/18/2019</td>
</tr>
<tr>
<td>Building Identification Number (BIN): 2124471</td>
<td>Building Type: New</td>
<td></td>
</tr>
</tbody>
</table>

This building is subject to this Building Code: 2008 Code

For zoning lot metes & bounds, please see BISWeb.

| Multiple Dwelling Law Classification: HAEA |
| No. of stories: 6 Height in feet: 58 No. of dwelling units: 72 |

C. Fire Protection Equipment: Standpipe system, Fire alarm system, Sprinkler system

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

Acting Commissioner

DOCUMENT CONTINUES ON NEXT PAGE
# Certificate of Occupancy

**CO Number:** 220349193F

## Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

<table>
<thead>
<tr>
<th>Floor From To</th>
<th>Maximum persons permitted</th>
<th>Live load lbs per sq. ft.</th>
<th>Building Code occupancy group</th>
<th>Dwelling or Rooming Units</th>
<th>Zoning use group</th>
<th>Description of use</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEL</td>
<td>100</td>
<td>S-2</td>
<td></td>
<td></td>
<td>2B</td>
<td>29 PARKING SPACES, 25 BIC PARKING SPACES PROVIDED - 375 SF. MIN. REQ., 375 SF PROVIDED</td>
</tr>
<tr>
<td>CEL</td>
<td>100</td>
<td>U</td>
<td></td>
<td></td>
<td>2B</td>
<td>METER ROOMS, BOILER ROOM, LAUNDRY ROOM, COMPACTOR ROOM, STORAGE ROOM</td>
</tr>
<tr>
<td>OSP</td>
<td>100</td>
<td>100</td>
<td>R-2</td>
<td></td>
<td>2B</td>
<td>(2) RECREATION AREA - 50 OCCUPANTS MAX PER RECREATION</td>
</tr>
<tr>
<td>001</td>
<td>53</td>
<td>100</td>
<td>E</td>
<td></td>
<td>3</td>
<td>DAY CARE, AGE OF CHILDREN: AGE 0-6 MONTHS OLD: 239 SF/50= (5) CHILDREN MAX. AGE 6 MONTHS - 2 YEARS OLD: 350 SF/40=(9)CHILDREN MAX, AGE 2-6 YEARS OLD: 651 SF / 30= (22) CHILDREN MAX. AGE 6-12 YEARS OLD: 236 SF/50 =5CHILD REN MAX.(12) STAFF. TOTAL (53) OCCUPANTS MAX.</td>
</tr>
<tr>
<td>001</td>
<td>26</td>
<td>100</td>
<td>B</td>
<td></td>
<td>6</td>
<td>OFFICE</td>
</tr>
<tr>
<td>001</td>
<td>56</td>
<td>100</td>
<td>B</td>
<td></td>
<td>6</td>
<td>PIZZERIA</td>
</tr>
<tr>
<td>001</td>
<td>58</td>
<td>100</td>
<td>B</td>
<td></td>
<td>6</td>
<td>DANCE STUDIO</td>
</tr>
<tr>
<td>001 001</td>
<td>100</td>
<td>S-2</td>
<td></td>
<td></td>
<td>2B</td>
<td>(6) PARKING SPACES 39 BIC PARKING SPACES; 585 SF MIN REQ 1212 SF PROVIDED.</td>
</tr>
<tr>
<td>002</td>
<td>156</td>
<td>100</td>
<td>E</td>
<td></td>
<td>3A</td>
<td>GYM/ CAFETERIA AREA</td>
</tr>
<tr>
<td>002</td>
<td>2</td>
<td>100</td>
<td>S-2</td>
<td></td>
<td>2B</td>
<td>(1) PARKING SPACE ATTENDANT KIOSK.</td>
</tr>
<tr>
<td>002</td>
<td>100</td>
<td>R-2</td>
<td></td>
<td></td>
<td>2B</td>
<td>RESIDENTIAL LOBBY</td>
</tr>
<tr>
<td>002 002</td>
<td>230</td>
<td>100</td>
<td>E</td>
<td></td>
<td>3A</td>
<td>COMMUNITY FACILITY SCHOOL &amp; LOBBY</td>
</tr>
</tbody>
</table>

**Borough Commissioner**

**Acting Commissioner**

*DOCUMENT CONTINUES ON NEXT PAGE*
## Certificate of Occupancy

**CO Number:** 220349193F

### Permissible Use and Occupancy

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<tbody>
<tr>
<td>003 003</td>
<td>40</td>
<td></td>
<td>R-2</td>
<td>18</td>
<td>2A</td>
<td>18 CLASS A APARTMENTS</td>
</tr>
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<td>004 004</td>
<td>40</td>
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<td>R-2</td>
<td>18</td>
<td>2A</td>
<td>18 CLASS A APARTMENTS</td>
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<tr>
<td>005 005</td>
<td>40</td>
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<td>R-2</td>
<td>18</td>
<td>2A</td>
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<td></td>
<td>R-2</td>
<td>18</td>
<td>2A</td>
<td>18 CLASS A APARTMENTS</td>
</tr>
</tbody>
</table>

**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 OPTIMAL QUALITY HOUSING.

**END OF SECTION**

---

* Borough Commissioner

* Acting Commissioner

**END OF DOCUMENT** 220349193/000 4/18/2019 4:54:48 PM
Certificate of Occupancy

CO Number: 103402881T030

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.

<table>
<thead>
<tr>
<th>A. Borough: Manhattan</th>
<th>Block Number: 02215</th>
<th>Certificate Type: Temporary</th>
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<tbody>
<tr>
<td>Address: 22 MARBLE HILL AVENUE</td>
<td>Lot Number(s): 538</td>
<td>Effective Date: 09/01/2020</td>
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<tr>
<td>Building Identification Number (BIN): 1064672</td>
<td>Building Type: New</td>
<td>Expiration Date: 11/30/2020</td>
</tr>
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</table>

For zoning lot metes & bounds, please see BISWeb.

<table>
<thead>
<tr>
<th>B. Construction classification: 1-C</th>
<th>(1968 Code)</th>
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</thead>
<tbody>
<tr>
<td>Building Occupancy Group classification: J2</td>
<td>(1968 Code)</td>
</tr>
<tr>
<td>Multiple Dwelling Law Classification: HAEA</td>
<td></td>
</tr>
<tr>
<td>No. of stories: 6</td>
<td>Height in feet: 60</td>
</tr>
<tr>
<td>No. of dwelling units: 34</td>
<td></td>
</tr>
</tbody>
</table>

C. Fire Protection Equipment:
Standpipe system, Fire alarm system, Sprinkler system

D. Type and number of open spaces:
Parking spaces (9), Parking (1377 square feet)

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

Outstanding requirements for obtaining Final Certificate of Occupancy:
There are 19 outstanding requirements. Please refer to BISWeb for further detail.

Borough Comments: None

DOCUMENT CONTINUES ON NEXT PAGE
# Certificate of Occupancy

**CO Number:** 103402881T030

**Permissible Use and Occupancy**

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</tr>
</thead>
<tbody>
<tr>
<td>CEL</td>
<td>180</td>
<td>OG</td>
<td>E</td>
<td>3A, 4</td>
<td>SCHOOL</td>
<td>MECHANICAL ROOMS, METER ROOM, ELECTRICAL ROOM, ELEVATOR ROOM, COMPACTOR ROOM, STORAGE ROOMS, LAUNDRY ROOM</td>
</tr>
<tr>
<td>001</td>
<td>93</td>
<td>100</td>
<td>E</td>
<td>3A</td>
<td>SCHOOL</td>
<td>RESIDENTIAL LOBBY, PARKING FOR (9) MOTOR VEHICLES</td>
</tr>
<tr>
<td>002</td>
<td>156</td>
<td>100</td>
<td>E</td>
<td>3A</td>
<td>SCHOOL</td>
<td></td>
</tr>
<tr>
<td>003</td>
<td>40</td>
<td>J-2</td>
<td>10</td>
<td>2</td>
<td>(10) TEN CLASS &quot;A&quot; APARTMENTS</td>
<td></td>
</tr>
<tr>
<td>004</td>
<td>40</td>
<td>J-2</td>
<td>10</td>
<td>2</td>
<td>(10) TEN CLASS &quot;A&quot; APARTMENTS</td>
<td></td>
</tr>
<tr>
<td>005</td>
<td>40</td>
<td>J-2</td>
<td>10</td>
<td>2</td>
<td>(10) TEN CLASS &quot;A&quot; APARTMENTS</td>
<td></td>
</tr>
<tr>
<td>006</td>
<td>40</td>
<td>J-2</td>
<td>4</td>
<td>2</td>
<td>(4) FOUR CLASS &quot;A&quot; APARTMENTS, TENANT RECREATION AREA</td>
<td></td>
</tr>
</tbody>
</table>

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

END OF SECTION

Borough Commissioner

Commissioner

**END OF DOCUMENT** 103402881T030 9/1/2020 12:35:25 PM