

**Manhattanville in West Harlem Implementation Plan Report
October 15, 2014 Submission**

Declaration Reference and Key Data

Obligation Section Number: **5.07(c)(x)**

Obligation Page Number: **54**

Obligation Trigger: **Acquisition by ESD or CU of all Initial Stage 1 Condemnation Parcel(s)**

Obligation Start Date: **March 12, 2012**

Obligation End Date: **March 12, 2038* (25 Years from Commencement)**

Obligation Status: **In Compliance**

Obligation

Availability of Facilities. Commencing with the acquisition by ESD or CU of all Initial Stage 1 Condemnation Parcels, and continuing for a 25-year period from commencement, CU shall make its libraries, computing facilities and other academic support facilities and services available to upper level students from the School.

* Planning activities were still ongoing upon the obligation trigger date. Facilities were made available in 2013, one year after the trigger date. Therefore, this obligation will be in effect until 2038, 25 years from the commencement of the obligation implementation.

Evidence of Compliance

1. Letter from Columbia Secondary School Principal

Columbia University's Implementation Plan and all supporting documentation are made available on the Community Services Webpage at www.columbia.edu/communityservices. For more information about communications and outreach efforts regarding the obligations, please refer to the Annual Community Outreach and Communications Report, which is also available on the Community Services Webpage.

COLUMBIA SECONDARY SCHOOL for Math, Science, & Engineering

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Miriam Nightengale, Principal
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A Public School, Community, and University Partnership

Challenging Academics – A Passion for Reason and Knowledge – Strength in Diversity

May 13, 2014

[REDACTED]
[REDACTED]
Columbia University Facilities
[REDACTED]
New York, NY 10027

Dear [REDACTED];

Thank you so much for your help in securing access to Columbia University's libraries, computing facilities; and other academic support facilities and services available to upper level students at Columbia Secondary School for Math, Science, and Engineering. This access benefits our students and staff by exposing them to high-quality research databases and computing facilities on Columbia's Morningside campus.

As we have discussed; Columbia Secondary School for Math Science and Engineering feels that our students who are currently taking courses at Columbia University shall be permitted to utilize the facilities and services that are made available to them. Columbia Secondary Students who are enrolled in classes at Columbia University not only have the support and guidance of their instructors and classmates; they have also demonstrated the maturity and responsibility needed (based on our Recommendation Rubric for Columbia University Classes – attached) to successfully navigate a university campus without direct supervision.

As we have also discussed; Columbia Secondary School for Math Science and Engineering feels that our students who are not currently taking classes on Columbia's Morningside campus shall not be granted independent access to your facilities. Students who aren't taking courses will continue to use the online resources made available to them and to visit the campus under the supervision of CSS-MSE teachers in collaboration with Columbia's administrative and academic faculty. The safety of our students continues to be our top priority and concern.

We appreciate the collaboration between Columbia Secondary School for Math Science and Engineering and Columbia University. We look forward to further explorations that will create sustainable and valuable experiences for our faculty and student body. Together, we will design and implement the programs in a way that maximizes the academic growth of all our students.

Sincerely,

Miriam Nightengale
Principal

Recommendation Rubric for Columbia University Courses

	3 Points	2 Points	1 Point
Demonstrates Discipline & Responsibility	<ul style="list-style-type: none"> Well behaved & models appropriate behavior for others Takes responsibility for his/her actions even if inappropriate Takes initiative to be a self-starter 	<ul style="list-style-type: none"> Usually well behaved but can be easily distracted Follows what the group is doing Usually on task but can be distracted by certain students 	<ul style="list-style-type: none"> Often disruptive to / in class Does not accept responsibility for his / her actions Does not work unless there is teacher direction
Demonstrates Work Ethic/ Commitment	<ul style="list-style-type: none"> Always does his/her best when performing tasks Above average work submitted for grade Goes above & beyond teacher expectations & hands work in with pride 	<ul style="list-style-type: none"> Takes some initiative to go above & beyond what is asked Average work quality submitted Work meets teacher expectations exactly with no creative thought 	<ul style="list-style-type: none"> Only does the minimal amount of work the teacher asks Work is sloppy and done carelessly No / little pride in the quality of the work to be handed in
Is Prepared & Attentive	<ul style="list-style-type: none"> Always comes to class prepared & on time, makes up missed work Always attentive & contributes to the class discussions Homework / Classwork is always complete & done as assigned, on time 	<ul style="list-style-type: none"> Usually prepared for class but occasionally asks teacher or other students for materials, missed work Usually attentive in class but prone to "day dreaming" Homework / Classwork is usually complete but at times turned in late 	<ul style="list-style-type: none"> Comes to class unprepared & late, does not make up missed work Teacher must continually focus the student's attention to the lesson Homework / Classwork often not complete, turned in late
Demonstrates Memorization Skills	<ul style="list-style-type: none"> Takes the time to memorize & come to class prepared for class, tests & quizzes 	<ul style="list-style-type: none"> Memorizes selectively Performs adequately in class and on tests / quizzes 	<ul style="list-style-type: none"> Does not take the time to memorize material for class, tests, or quizzes
Demonstrates Fluency in Verbal Expression	<ul style="list-style-type: none"> Participates in class discussions Does not wait to be called upon to contribute to class discussions 	<ul style="list-style-type: none"> Talks with knowledge when called upon Sometimes volunteers to contribute to class discussions 	<ul style="list-style-type: none"> Does not contribute to class discussion Does not speak in class unless called upon
Demonstrates Fluency in Written Expression	<ul style="list-style-type: none"> Excellent command of writing techniques & grammar Enjoys using writing as a communicative device 	<ul style="list-style-type: none"> Has some trouble with grammar & sentence structure Will write when directed 	<ul style="list-style-type: none"> Has trouble with writing & the proper use of grammar Does not like to write
Generalizes / Predicts / Hypothesizes	<ul style="list-style-type: none"> Is keenly aware of new information and the application to previous learning Always thinks a "step ahead" of others 	<ul style="list-style-type: none"> Has the ability to make connections between ideas & can usually transfer learning Some direction needed to make connections 	<ul style="list-style-type: none"> Has trouble with higher level thinking skills & cannot transfer learning from situation to situation Has difficulty making connections even after teacher direction

<p>Demonstrates Problem Solving Skills</p>	<ul style="list-style-type: none"> • Solves abstract problems with ease & often without assistance • Advanced math skills; fully capable for higher level coursework 	<ul style="list-style-type: none"> • Has the ability to solve abstract problems with assistance • Adequate math skills for higher level coursework 	<ul style="list-style-type: none"> • Has trouble with solutions too difficult or abstract concepts even with teacher assistance • Math skills inadequate for higher level coursework
<p>Demonstrates Critical Thinking</p>	<ul style="list-style-type: none"> • Understands the application of material to other topics learned & utilizes novel approaches for difficult solutions • Excellent Analytical ability 	<ul style="list-style-type: none"> • Can sometimes understand the larger picture of the material presented & often comes up with novel approaches for solutions • Emerging Analytical thought 	<ul style="list-style-type: none"> • Takes information at “face value” & does not understand the larger implications of the material • Does not “think critically” (see the world though “critical lens”)
<p>Content Knowledge</p>	<ul style="list-style-type: none"> • GPA 86-100 • Demonstrates fluency discussing advanced course concepts and seeks out further content information • Shows high level and consistent proficiency in application, analysis, synthesis, & evaluation of historical documents, issues, events, and concepts 	<ul style="list-style-type: none"> • GPA below 85 • Demonstrates proficiency in basic concepts and emerging comprehension of advanced concepts • Inconsistent in proficiency in application, analysis, synthesis, & evaluation of historical documents, issues, events, and concepts 	<ul style="list-style-type: none"> • GPA below 75 • Rudimentary understanding of basic concepts, little understanding of advanced concepts • Not proficient in application, analysis, synthesis, & evaluation of historical documents, issues, events, and concepts

**** Students need a minimum score of 22 out of 30 to be recommended for a course. ****

Recommendation Rubric for Columbia University Courses

Dear CU Course Evaluation Team,

Please use the attached rubric as a guideline for recommending this student for the Fall 2012 course options at Columbia University. Please circle your evaluation for each category listed below and add the total (out of 30) when finished.

Students Name: _____

Performance Checklist

1. Demonstrates Discipline and Responsibility	1	2	3
2. Demonstrates Work Ethic/ Commitment	1	2	3
3. Is Prepared and Attentive	1	2	3
4. Demonstrates Memorization Skills	1	2	3
5. Demonstrates Fluency in Verbal Expression	1	2	3
6. Demonstrates Fluency in Written Expression	1	2	3
7. Generalizes / Predicts / Hypothesizes	1	2	3
8. Demonstrates Problem Solving Skills	1	2	3
9. Demonstrates Critical Thinking	1	2	3
10. Content Knowledge	1	2	3

Total Score _____
(Minimum of 22 to be recommended for a course)