

## Auburn Enlarged City School District Graduation Plan

### 2010 Target

By the year ending 2010, the AECSD will increase the graduation rate from 63% to 80% for the 2006 cohort.

By the year ending 2010, AECSD will decrease the dropout rate from 22% to 10 % for the 2006 cohort.

### Auburn Enlarged City School District Goals

**Building Leadership** – All administrators, teachers, and support staff will assess current district and building performance data and put in place the means to achieve the district's core beliefs and values of superior achievement and equity for all.

**Curriculum and Instruction** – All staff will implement evidence-based practices that incorporate literacy as an integral part of all content area instruction. Students will competently apply reading, writing, critical thinking and problem solving skills to a variety of academic and real life tasks with the ultimate result of improved student achievement.

**Performance** - Supports for the school community, administrators, teachers, support staff, students, and parents will be put in place so that the subgroup populations will meet and exceed the standard (KPI) in English Language Arts and Mathematics as set by the New York State Education Department.

### K-12 Immediate Priorities

**Early Identification and Intervention:** Identify students early who may be at risk of dropping out and provide appropriate interventions.

**Literacy:** Develop a literacy intervention program for students who are at risk.

### 2006-2010

#### K-12 Secondary Target Areas

**Caring community:** Implement strategies to build a positive, caring school climate where all students and staff feel respected and valued.

**Student Engagement:** Create a learning community that engages at risk students.

**Mentoring:** Develop a mentoring program that targets at risk students and their specific needs.

Graduation Plan Committee Members, July 2008

Names	Title
Maureen Baranick	Teacher
Susan Coomber	Teacher
Miquelina Cuevas-Post	Administrator
Meghan Dann	Teacher
Stephen Dunn	Administrator
Jeffrey Evener	Administrator
Ashley Finlon	Teacher
Michael Hayden	Administrator
Carolyn Hirst-Loucks	Administrator
Christine Hoskins-Tardibone	Counselor
Denise Hudson	Teacher
Stefan Kowalski	Teacher
Michael Losani	Teacher
Brain Morgan	Administrator
David Oliver	Administrator
Marie Phillips	Teacher
Deborah Rielly	Teacher
Keri Musso	Teacher
Erin Shurant	Counselor
Meg Tenity	Teacher
MaryJo Turner	Teacher
Ski-Yaun Ware	Counselor





<ul style="list-style-type: none"> <li>• Support the Attendance Policy (adopted 2006) – Phone Calls/Postcard after five absences per marking period in order to build positive relationships (model expectations)       <ol style="list-style-type: none"> <li>1. Teachers</li> </ol> </li> <li>• Communicate importance of extra-curricular involvement       <ol style="list-style-type: none"> <li>1. Club Advisors will monitor enrollment and attendance at meetings</li> <li>2. Student Government – Transition Plan e.g. Middle School Presentation</li> </ol> </li> <li>• Support Group – Provide after school opportunities i.e. team building, STOMP at EMS, STEP Club at AHS, Environmental Club at WMS, and service projects       <ol style="list-style-type: none"> <li>1. Principals, School Counselors, and Teachers</li> <li>2. Pilot in School Within a School a structured study hall that has a focus on study skills and student advisory</li> </ol> </li> </ul> <p><i>Maintaining a focus on post-secondary opportunities throughout secondary school. Funding for activities that have an associated cost will come from the Auburn Educational Foundation Future of Opportunities Program.</i></p> <ul style="list-style-type: none"> <li>• School counselors begin to teach Goal Setting skills to all sixth graders</li> <li>• Consider how to teach parents Goal Setting skills with parents</li> <li>• Identify 20 target students per building. Ten seventh graders and 10 eighth graders per building to focus on post-secondary opportunities. This group will be referred to as TOPS (Tapping Our Potential for Success)</li> <li>• The 10 seventh grade students identified will attend an eight-day team building and goals setting program at Affinity Farm through BOCES in July</li> <li>• The identified group will be encouraged to attend an after-school program and its activities</li> <li>• CCC Visit for 7<sup>th</sup> grade targeted group students (first year 7<sup>th</sup> and 8<sup>th</sup>)</li> <li>• The identified group of students will participate in goal setting with the school counselors 2nd, 3rd, 4th, and 5<sup>th</sup> marking periods</li> <li>• The evening events will have food provided for parents and students. We can provide pasta dinners with an <i>estimated cost of \$300 per dinner</i>. We can also partner with BOCES Culinary Arts program as guest chefs. Requests for different cultural foods such as Ukrainian, German, Polish, etc. These evening events could be held at the following locations: CCC, YMCA, Polish Falcons, Emerson Park, Auburn Public Theatre, etc. Imbedding into the events Guest Volunteers to greet and serve food such as elementary teachers that students loved, coaches, football players, representatives from the Dance programs in the community       <ol style="list-style-type: none"> <li>1. First semester kick-off event with students and parents. Parents will be invited to learn how to develop goals and monitor the goal setting process. These goals can be both academic and home related. Include this activity as part of the Orientation Event for this target group. This kick-off event will be held at AHS on October 30, 2007 from 5:30 – 8 PM. Dinner will be served and the counselors will review goal setting</li> </ol> </li> </ul>	<p>Secondary Building Administration School Counselors</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Spring 2008 July 2008</p> <p>One per semester</p> <p>October 2008</p>
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<p>with parents and students, as well as, discussing post-secondary opportunities. Students and parents will then be encouraged to walk through the College Night tables and see what opportunities are available. Transportation and childcare will be made available. A survey will be administered to determine parent needs and programming. <i>Estimated cost of \$115 for transportation</i></p> <ol style="list-style-type: none"> <li>2. Second semester <i>Parent Night</i> program will be determined based on the survey. Include imbedding ideas and plans for post-secondary opportunities. Explore partnering with EPIC and sharing 9<sup>th</sup> Grade Team</li> </ol> <ul style="list-style-type: none"> <li>• One Additional Financial Aid Nights at BTW for economically disadvantaged and black high school students and parents. Have CCC, HEOP, and a financial aid representative and/or alumni from a black college at events. Invite speakers from Higher Education Opportunity Office (HEOP) to meet with students and parents. They will share college opportunities, as well as, financial and academic assistance       <ol style="list-style-type: none"> <li>1. Telephone calls just prior to the event will accompany written invitations</li> <li>2. Advertise at local churches and McDonalds</li> </ol> </li> <li>• As part of Career Days at all secondary schools, we will include a section of mandatory college/trade preparation. It may be helpful to have someone from the Department of Labor. Expectations of employers stressed in presentations for students (attendance, work ethic, dress, writing, etc)</li> <li>• Utilizing community partnerships to expose students to post-secondary alternatives by allowing students to use free tickets to collegiate games. When possible, combine this with a college tour/visit. <i>Allow \$600 per year for transportation</i></li> <li>• College visit in the Spring which may include a union apprenticeship and technology schools (i.e. Syracuse, LeMoyne, Cortland, Oswego, Wells, Ithaca, CCC, Morrisville, ITT, Bryant and Stratton, OCC, and union apprenticeship – electricians, pipe fitters, plumbers. The visits will include: Welcome, Breakout activity, Orientation tour, lunch, meet with former Auburn students, discussion of making good choices, and Admissions Officer. <i>Estimated costs at \$600 per trip</i></li> </ul> <p><i>Continue to develop a plan to inform and support parents and children of the benefits of learning and the consequences of dropping out. Begin in elementary school.</i></p> <ul style="list-style-type: none"> <li>• Distributing brochures on possibility of diploma attainment - Distributed during Curriculum Night, Conference Night, etc.</li> <li>• Display Salary Expectations Based on Diploma Earned poster</li> </ul> <p><i>Continue the practice of collaboratively looking at student work so that data can be collected to influence program content and delivery at the elementary level and expand into the middle and high school level</i></p> <ul style="list-style-type: none"> <li>• Analysis by department of performance on assessments.       <ol style="list-style-type: none"> <li>1. Department Heads</li> </ol> </li> <li>• Examine deficits and solutions</li> </ul>	<p>High School Counselors will coordinate</p> <p>Building leaders, teachers</p> <p>Principals and Subject Matter Supervisors</p>	<p>Late February 2009</p> <p>Ongoing</p> <p>Ongoing</p>
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<p><i>Identify strategies to enhance literacy development at all grade levels to prepare students for post-secondary education and careers</i></p> <ul style="list-style-type: none"> <li>• Focus on six research-based reading instructional methods including: readiness/phonemic awareness, phonics/decoding, fluency, vocabulary/word recognition, comprehension, and higher order literacy including evaluation, synthesis, and interpretation across K-12 as appropriate</li> <li>• Create opportunities to enhance literacy development across content areas</li> <li>• Create resources to support all areas of reading/writing instruction across content areas</li> <li>• Continue to expand the RTI/AIS FileMaker database. All stakeholders will utilize the database. Training for FileMaker will be provided as needed</li> </ul> <p><i>Implement the literacy intervention program for students at risk K-12</i></p> <ul style="list-style-type: none"> <li>• Disseminate the Response to Intervention (RTI) Procedures to teachers K-8</li> <li>• Follow criteria for determining eligibility as outlined in the AIS Plan</li> <li>• Utilize reading assessment for secondary students to determine individual strengths and weaknesses</li> </ul> <p><i>Educate and involve parents/care givers/community members in literacy efforts</i></p> <ul style="list-style-type: none"> <li>• Share the efforts of the District and encourage outside support with District Parent Council</li> <li>• Brainstorm with groups (i.e. Site-based teams, Literacy Volunteers, Rotary, etc.) what and how the parent/community can foster literacy within the home. Act upon recommendations</li> <li>• Individual buildings explore opportunities to gather and share information with AIS parents</li> </ul>	<p>Subject Supervisors</p> <p>Subject area supervisors, 6-12 literacy team, K-5 literacy team (identified below)</p> <p>K-12 classroom teachers, subject area coordinators, K-12 literacy teams and coaches Supervisor</p> <p>Stakeholders</p> <p>District-based, Site-based teams, literacy teams, and community organizations</p>	<p>Ongoing K-8 2009-10 9-12 Ongoing K-12</p> <p>Ongoing</p>
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## Forms and Documents

### Elementary

- 🍏 At-Risk profile
- 🍏 At-Risk summary sheet
- 🍏 Exit survey

### Secondary

- 🍏 At-Risk profile
- 🍏 Exit survey
- 🍏 GED survey
- 🍏 Student Advisory Application

## At-Risk Profile for Elementary Students

<b>At-Risk Factors:</b>		<b>At-Risk Factors:</b>	
<b>High (3 points)</b>	<b>Check</b>	<b>Moderate (2 points)</b>	<b>Check</b>
Using/Possession Drugs or Alcohol		Little Parental Support	
History of Abuse – Physical and/or Sexual		Mental Health Issues e.g. Depression	
Violent Behavior(s) - Bullying, Threats, etc.		Attitude: No Adults in Community to Help	
Fighting		Attitude: Believe Teachers Do Not Care	
Carrying Weapons		Family or Personal Crisis	
Suspension From School More Than One Time		Retention/One Time	
Retention/More Than Once			
Suicide Attempt(s)		<b>Low (1 point)</b>	
		Student with a Disability	
<b>Moderate (2 points)</b>		Victim of Bullying	
Mobility: Two or more moves in a year		Attitude: Feeling Discriminated Against	
Failed Two or More Core Subjects		Being in a Single Parent Household	
Attitude: Does Not Enjoy School/Disengaged		Parents without High School Diploma	
Scoring – Level 1 or 2 on ELA and/or Math Test		Having Gender Identification Issues	
Lack of Participation in Activities		Economically Disadvantaged	
Poor Social Skills		Non-Caucasian Ethnic background	
Irregular Attendance, Less than 85%		Smoking	
Lacks supervision at home		Parent(s) First Language is not English	
		Other: _____	

# Elementary School At-Risk Student Profile

Name: \_\_\_\_\_

School: \_\_\_\_\_

Completed By: \_\_\_\_\_

Date Completed: \_\_\_\_\_

FACTORS	INTERVENTIONS	DATES	COMMENTS
Early K Start DOB			
Pre-K/Head Start			
Summer School			
Mental Health Counseling:			
Medication(s)			
Physical Health			
PINS			
CPS			
Assessments			
FIB			
Dial			
DIBELS			
NYS			
Other			

### Elementary Students At-Risk Summary Sheet

Name	Grade	Retained? Grade?	ELA	Math	DIBELS Pre Mid End			Fox	IEP	CST	MHP	DIAL	Attended PreK?
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
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23.													

**Auburn Enlarged City School District**

**Elementary Exit Survey** – To be administered to all fifth graders in June

\*\* After building review, survey will be placed in Career Folder

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Age: \_\_\_\_\_ School: \_\_\_\_\_ Male/Female: \_\_\_\_\_

1. What did you like best about elementary school? Pick **one**.  
\_\_\_\_ Teachers      \_\_\_\_ Subjects      \_\_\_\_ Activities      \_\_\_\_ Peers  
\_\_\_\_ Other \_\_\_\_\_

Why? \_\_\_\_\_

2. Rate how well you like **each** of the following subject areas (Circle 1 for least enjoyable; 5 most enjoyable for each):

1 2 3 4 5	ELA	1 2 3 4 5	Math	1 2 3 4 5	Science
1 2 3 4 5	Social Studies	1 2 3 4 5	Art	1 2 3 4 5	Music
1 2 3 4 5	Band/Orchestra	1 2 3 4 5	PE		
1 2 3 4 5	Other _____				

3. What did you like least about elementary school? Pick **one**.  
\_\_\_\_ Teachers      \_\_\_\_ Subjects      \_\_\_\_ Activities      \_\_\_\_ Peers  
\_\_\_\_ Other \_\_\_\_\_

Why? \_\_\_\_\_

4. What do you most look forward to in middle school?

5. What is one thing that would help you to be more successful in school?

6. Which adult(s) in school do you feel most comfortable talking to? Pick **one**.  
\_\_\_\_ Teachers      \_\_\_\_ Psychologist      \_\_\_\_ Principal      \_\_\_\_ SRO  
\_\_\_\_ Social Worker      \_\_\_\_ Other \_\_\_\_\_

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7. What would you like to do after high school?  
\_\_\_\_ Work      \_\_\_\_ College      \_\_\_\_ Military  
\_\_\_\_ Other \_\_\_\_\_

9. Is there anything the middle school principals, counselors, or teachers can do to help you have a positive experience?

## At-Risk Profile for Secondary Students

<b>At-Risk Factors:</b>		<b>At-Risk Factors:</b>	
<b>High (3 points)</b>	<b>Check</b>	<b>Moderate (2 points)</b>	<b>Check</b>
Using/Possession Drugs or Alcohol		Little Parental Support	
Two or More Sex Partners/Unwanted Sexual Encounters		Mental Health Issues e.g. Depression	
Teen Pregnancy		Attitude: No Adults in Community to Help	
Violent Behavior(s) - Bullying, Threats, etc.		Attitude: Believe Teachers Do Not Care	
Fighting		Family or Personal Crisis	
Carrying Weapons		Retention/One Time	
Suspension From School More Than One Time			
Retention/More Than Once		<b>Low (1 point)</b>	
Suicide Attempt(s)		Student with a Disability	
History with the Legal System		Victim of Bullying	
		Attitude: Feeling Discriminated Against	
<b>Moderate (2 points)</b>		Being in a Single Parent Household	
Failed Two or More Core Subjects		Parents without High School Diploma	
Attitude: Does Not Enjoy School/Disengaged		Having Gender Identification Issues	
Scoring – Level 1 or 2 on ELA and/or Math Test		Economically Disadvantaged	
Lack of Participation in Activities		Non-Caucasian Ethnic background	
Poor Social Skills		Smoking	
Irregular Attendance, Less than 85%		Parent(s) First Language is not English	
Mobility: Two or more moves in a year		Other: _____	

\* Identification for School Within a School participation - Incoming ninth grade students with scores between 10 and 20.



**Auburn Enlarged City School District**

**Middle School Exit Survey** – To be administered to all eighth graders in May/June

\*\* After building review, survey will be placed in Career Folder

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Age: \_\_\_\_\_ School: \_\_\_\_\_ Male/Female: \_\_\_\_\_

1. What I like the best about middle school (Choose one)

\_\_\_ Teachers      \_\_\_ Subjects      \_\_\_ Sports      \_\_\_ Peers  
\_\_\_ Clubs      \_\_\_ Activities      \_\_\_ Other \_\_\_\_\_

2. What I like the least about middle school (Choose one)

\_\_\_ Teachers      \_\_\_ Subjects      \_\_\_ Sports      \_\_\_ Peers  
\_\_\_ Clubs      \_\_\_ Activities      \_\_\_ Other \_\_\_\_\_

3. Rate how well you like **each** of the following subject areas (Circle 1 for least enjoyable; 5 most enjoyable for each):

1 2 3 4 5	ELA	1 2 3 4 5	Math	1 2 3 4 5	Science
1 2 3 4 5	Social Studies	1 2 3 4 5	Art	1 2 3 4 5	Music
1 2 3 4 5	Band/Orchestra	1 2 3 4 5	PE		
1 2 3 4 5	Other _____				

4. What would you like to study and what activities would you like to participate in high school?

5. To be successful in high school I need \_\_\_\_\_

6. Which adult(s) in school do you feel most comfortable talking to? Pick **one**.

\_\_\_ Teachers      \_\_\_ Teacher Assistant      \_\_\_ Psychologist  
\_\_\_ Building Administrator      \_\_\_ Counselor      \_\_\_ SRO  
\_\_\_ Social Worker      \_\_\_ Other \_\_\_\_\_

7. I look forward to \_\_\_\_\_ in high school.

8. The career exploration activity that helped me decide what I would like to do after high school (Choose one)

\_\_\_ Teacher      \_\_\_ Counselor      \_\_\_ Guest speaker      \_\_\_ Job Shadowing  
\_\_\_ Career Day      \_\_\_ Assembly      \_\_\_ Other \_\_\_\_\_

9. What would you like to do after high school?

\_\_\_ Work      \_\_\_ College      \_\_\_ Military  
\_\_\_ Additional Training in Skilled Craft      \_\_\_ Other \_\_\_\_\_

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# Auburn Enlarged City School District

## Exit Survey for Completing Seniors

1. What did you like best about your high school experience?
2. What did you like least about your high school experience?
3. What is the biggest reason(s) why you were able to complete high school?
4. What were the factors that helped you complete high school?
5. What staff member(s) have you felt most comfortable with talking to?
6. What plans do you have for education?  
  
What plans do you have for work?  
  
What other goals do you have?
7. Is there anything the school district can do to better prepare future students for success?
  - \_\_\_ age      ▪ \_\_\_ grade level      ▪ \_\_\_ number units to date
  - \_\_\_ M/F      ▪ \_\_\_ ethnicity      ▪ \_\_\_ economic status

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# Auburn Enlarged City School District

## Exit Survey for Non-completers

1. What did you like best about your high school experience?

2. What did you like least about your high school experience?

3. What is the biggest reason(s) why you chose to leave high school?

4. What could school personnel have done to keep you in school?

5. Which adult staff member did you feel most comfortable talking to?

6. What plans do you have for further education?

What plans do you have for work?

What other goals do you have?

7. Is there anything the school district can do to help you with your educational/career plans?

Summary for Student Not Completing School (to be completed by counselor)

\_\_\_ age            \_\_\_ grade level            \_\_\_ number units to date  
 \_\_\_ M/F            \_\_\_ ethnicity                \_\_\_ economic status

Description of reason for leaving: \_\_\_\_\_

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**Auburn Enlarged City School District  
Survey of GED Students When Sitting for Exam**

Name: \_\_\_\_\_ GED Test Date: \_\_\_\_\_

Gender \_\_\_\_\_ Date last attended school: \_\_\_\_\_

1. Please indicate how the factors did or did not play a part in your decision to stop attending school.

No Importance 1	Minor Importance 2	Fairly Important 3	Most Important 4
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course grades _____	building rules _____
peer relationships _____	faculty relationships _____
work/job _____	attendance _____
support of family _____	time of day for school _____
didn't like being here _____	

Other: Please describe: \_\_\_\_\_

2. Indicate how you felt about school by writing the number that best describes your opinion next to the topic:

Never Enjoyable 1	Rarely Enjoyable 2	Average 3	Fairly Enjoyable 4	Most Enjoyable 5	Not Applicable na
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Phys. Ed. _____	Athletics _____	Music/Art _____
English _____	Clubs _____	Math _____
Social Studies _____	Foreign Language _____	Science _____
Vocational Courses _____		

3. My plans for the next five years are to: Please write the number that most closely matches your plans next to each item.

Won't Happen 1	Probably Not 2	Maybe 3	Likely 4	Very Likely 5
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Work full time _____	Work part time _____
Continue education in college _____	Continue education in trade school _____
Military Service _____	

4. What kind of work will you seek during the next 5 years? Please write the number that most closely matches your plans next to each item.

Won't Happen 1	Probably Not 2	Maybe 3	Likely 4	Very Likely 5
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Trade (construction, plumbing, electrical, other) _____	Military _____
Sales _____	Civil Service _____
Agriculture/Farming _____	Factory/Industry _____
Services (Wegmans, Denny's, other food service) _____	Transportation (air or highway) _____
Health (nurse, nurse aide, dental assistant, other) _____	Professional (doctor, lawyer, finance) _____



## Education

High School: \_\_\_\_\_

College: \_\_\_\_\_ Years Completed (circle) 1 2 3 4 +

## Employment

Are you employed? (Check) Yes  No  Retired  Student

Working Hours and Days: \_\_\_\_\_ How Long Employed? \_\_\_\_\_

Most recent or current employer:

Job Title	Location	Supervisor	Phone Number
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When would you be available i.e. times, days?

Have you had any previous mentoring or tutoring experiences (paid or voluntary)?

(Check) Yes  No

If "yes," please describe:

Please indicate your level of interest if chosen to be a student advisor (Check):

One on One Student Advisor   
If you prefer to work with a male of female  
please indicate \_\_\_\_\_

Small Group Student Advisor

Hallway/Lunch Room

Attending Special Events e.g. award ceremonies

Being a Student Advisor may require approximately 2 hours per week. Some of the time will be spent in meetings, training, program planning, and paperwork.

If accepted as a One on One or Small Group Advisor, I agree to the following expectations:

- Listen to the needs and expectations of student(s).
- Work with the student to help develop realistic and obtainable goals.
- Offer suggestions and feedback.
- Keep the student aware of his/her progress.
- Be committed to serve as a resource to the student.
- Encourage the student to explore new areas.
- Follow up on commitments made to the student.
- Contact the student if you are unable to attend scheduled meetings.
- Respond to messages from the student within 1-2 days.
- Contact the student if you have not heard from him or her recently.
- Contact program staff if there is a concern with the mentor relationship.

Signing this application, indicates that you understand and can work within the above expectation and that all information you provided is accurate.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Applications may be returned to the: **Auburn High school, 250 Lake Avenue, Auburn, New York 13021.** If you have any questions, contact the main office at 315-255-8302, or E-mail: david\_roth@auburn.cnyric.org

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In order to make the best possible match between protégé and advisor, the following information would be very helpful. This information will not be use to determine who participates and who does not.

**Please check the following:**

Gender: Male  Female

Ethnic Background:  
Caucasian

Your Age Range:  
≤25

African American

26-45

Native American

46-64

Asian or Pacific Islander

≥65

Hispanic

Bi-Racial/Other