



School Name/County	Survey Type	Number of Respondents (N)
Princeton Senior High School /Mercer	School Personnel Survey	16

School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	66
Surveys Received	16
Estimated Response Rate (%)	24.2%

Results (Percentages) by Survey Question

1. What current grade level(s) do you serve? (select all that apply)

	(%)
Grade 9	87.5%
Grade 10	93.8%
Grade 11	81.3%
Grade 12	81.3%

2. Are you a GEAR UP site coordinator?

	(%)
Yes	0.0%
No	100.0%

3.a Please rate your level of agreement that each of the statements below accurately reflects your SCHOOL:

	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
RIGOR AND EXPECTATIONS					
a. Creativity and original thinking are highly valued.	0.0%	6.3%	56.3%	37.5%	0.0%
b. Teachers expect all students' to succeed academically.	0.0%	6.3%	37.5%	56.3%	0.0%
c. Students are encouraged to do their best.	0.0%	6.3%	37.5%	56.3%	0.0%
d. Teachers regularly talk to students about the importance of college.	0.0%	18.8%	43.8%	37.5%	0.0%
e. Students care about learning and getting a good education.	6.3%	25.0%	56.3%	12.5%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	12.5%	62.5%	25.0%	0.0%
g. Students are learning effective problem solving skills.	0.0%	18.8%	68.8%	12.5%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	0.0%	18.8%	68.8%	12.5%	0.0%
i. Advanced (i.e. honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	6.3%	37.5%	56.3%	0.0%



j. The curriculum appropriately challenges most students.	0.0%	18.8%	50.0%	25.0%	6.3%
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
VISUAL CUES AND MATERIAL RESOURCES					
k. College pennants, banners, and posters are visible.	0.0%	0.0%	75.0%	25.0%	0.0%
l. Parents are included in the college preparation process.	0.0%	12.5%	50.0%	37.5%	0.0%
m. School staff are provided with professional development on the topics of college readiness and success.	0.0%	43.8%	37.5%	18.8%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	25.0%	31.3%	43.8%	0.0%
o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	25.0%	43.8%	31.3%	0.0%
p. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	0.0%	25.0%	56.3%	18.8%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	37.5%	43.8%	18.8%	0.0%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	0.0%	37.5%	43.8%	18.8%	0.0%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	0.0%	18.8%	56.3%	25.0%	0.0%

3b. Please rate your level of agreement that each of the statements below accurately reflects your CLASSROOM (Note: Only teachers were asked to respond to this item):

	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
RIGOR AND EXPECTATIONS					
a. Creativity and original thinking are highly valued.	0.0%	0.0%	23.1%	76.9%	0.0%
b. I expect all students to succeed academically.	0.0%	0.0%	30.8%	69.2%	0.0%
c. Students are encouraged to do their best.	0.0%	0.0%	15.4%	84.6%	0.0%
d. I regularly talk to students about the importance of college.	0.0%	7.7%	30.8%	61.5%	0.0%
e. Students care about learning and getting a good education.	0.0%	7.7%	69.2%	23.1%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	7.7%	30.8%	61.5%	0.0%
g. Students are learning effective problem solving skills.	0.0%	0.0%	69.2%	30.8%	0.0%



h. I am able to engage students in a rigorous curriculum	0.0%	15.4%	38.5%	46.2%	0.0%
i. Advanced (i.e. honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	0.0%	30.8%	69.2%	0.0%
j. The curriculum appropriately challenges most students.	0.0%	7.7%	23.1%	69.2%	0.0%
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
VISUAL CUES AND MATERIAL RESOURCES					
k. College pennants, banners, and posters are visible.	0.0%	30.8%	38.5%	23.1%	7.7%
l. Parents are included in the college preparation process.	0.0%	23.1%	46.2%	23.1%	7.7%
m. I am provided with professional development on the topics of college readiness and success.	0.0%	23.1%	46.2%	30.8%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	15.4%	53.8%	30.8%	0.0%
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	30.8%	30.8%	30.8%	7.7%
p. I am provided information about the school's college-going rate and FAFSA completion rates.	0.0%	38.5%	53.8%	7.7%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	23.1%	61.5%	15.4%	0.0%
r. I engage in ongoing professional development about ways to promote college readiness.	0.0%	23.1%	53.8%	23.1%	0.0%
s. I am equipped with the knowledge to assist students in the transition from high school to college.	0.0%	7.7%	61.5%	30.8%	0.0%

4. How comfortable do you feel about your level of knowledge to assist students with the following college topics?

	Rather not say (%)	Not at all (%)	Slightly (%)	Moderately (%)	Extremely (%)	No Response (%)
FAFSA	0.0%	0.0%	25.0%	68.8%	6.3%	0.0%
College savings plan/ 529	0.0%	18.8%	25.0%	50.0%	6.3%	0.0%
ACT/SAT	0.0%	0.0%	12.5%	50.0%	37.5%	0.0%
WV Higher Education Grant	0.0%	18.8%	37.5%	43.8%	0.0%	0.0%
Federal Grants, loans, work-study	0.0%	6.3%	12.5%	62.5%	18.8%	0.0%
College Selection (Match and Fit)	0.0%	6.3%	12.5%	50.0%	31.3%	0.0%
Scholarships (e.g., PROMISE or institutional)	6.3%	6.3%	6.3%	56.3%	25.0%	0.0%
Requirements for College Acceptance	6.3%	0.0%	12.5%	37.5%	43.8%	0.0%
The importance/ Benefit of College Education	12.5%	0.0%	0.0%	12.5%	75.0%	0.0%



High School Graduation Requirements	6.3%	0.0%	12.5%	18.8%	62.5%	0.0%
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5. Please rate your level of Involvement in the college-related activities presented below?

	Not Applicable (%)	Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
I participate in the college preparation activities of my school (e.g., chaperoning college visits).	18.8%	6.3%	25.0%	31.3%	6.3%	6.3%	6.3%
I have individual discussions with students about what they want to do with their futures.	0.0%	0.0%	0.0%	6.3%	50.0%	43.8%	0.0%
I talk with students about their plans for college or work after high school.	0.0%	0.0%	0.0%	6.3%	50.0%	43.8%	0.0%
I offer students supplemental instructional support to prepare them for postsecondary options.	0.0%	0.0%	12.5%	31.3%	37.5%	18.8%	0.0%
I offer or incorporate class time to support college preparation efforts at my school.	0.0%	6.3%	25.0%	25.0%	31.3%	12.5%	0.0%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	0.0%	6.3%	25.0%	18.8%	43.8%	6.3%	0.0%

6. In your opinion, what is the most important aspect to building a college going culture at your school?

Giving the students the tools that they need to succeed. Making EVERY student realize that they can go to college if they choose to.; I feel the most important aspect to building a college going culture in school is to understand that the home life students come from and the appreciation there that is held for college and learning in general. In West Virginia, we face the "indolent nation" that Franklin Roosevelt predicted if federal assistance programs became a way of life. Until we increase the understanding of the need for education in the home, we will be hard press to make a difference in school.; I believe that getting the students to take the time to sit down and think about what they want to do with their lives after college is the most important step.; ; Building a more rigorous educational foundation is important. I've heard that some of my high school students were passed through middle school because the teachers were not allowed to give the actual grade the student deserved (failing grades in several cases). So, many of my students do not know how to work hard to learn. This hinders them from being well-equipped for the even more rigorous college experience. It's a systemic problem that I hope will be addressed. As one veteran teacher told me, "Now, instead of 'no child left behind' its 'every child left behind.'" The standards of education have dropped to the point that college will not be a reasonable



reality for many, especially in the poverty class, because we've not sufficiently taught them to work hard to learn.; I think we do an adequate job in this area.; Having a culture that focuses on academic growth and achievement throughout the high school experience and involves students in tracking their own progress on state standards as well as personal goals.; Changing the mindset of students who are at lower levels of income and family members who have not attended any post secondary education.; While not every student will plan to attend college I believe the opportunity to see options beyond high school should be prevalent throughout the school. Not only should 4-year colleges be the focus but two-year schools, trade schools, apprenticeship programs, etc. should be highlighted and valued as positive career and educational goals.; Instilling the importance of college as well as highlighting it's numerous benefits.; Fostering an embrace of the need for education, learning, thought, and growth.; To begin early in the 9th grade talking to students and parents about the requirements and processes for applying to college. I think that many student do not even know how to begin this process, and often put it off until the last minute and are then so overwhelmed that they decide not to go to college.

7. Also, please explain what you see as your role in building a college going culture at your school?

Talking with the students and leaving an open line of communication open between myself the them.; My role is to be a model of what education can do, to facilitate the process of forms and information with parents and students, and to encourage students to strive for their best self.; I need to be there for each and every student to help them transition after high school;; I try to teach my students some basic life skills such as how to manage and balance all aspects of their lives and still be able to study and learn. My husband and I both had to work our way through college and we worked very hard to do so. It was a great experience overall but there was "suffering" involved. Learning is a process that takes initiative and dedication.; I teach 9th and 10th grade so I continually stress the behaviors that students who want to go to college need in order to be successful.; Establishing structures to help track progress as well as celebrating accomplishments.; Encouraging students to realize that they can change and overcome obstacles that they feel are impossible.; As a Business Education Teacher I focus a great deal on future educational and financial planning both in my curriculum and in my conversations with students.; Assisting capable special education students in exploring their post secondary options.; Instill a love of learning an hope.; I see my role as part of a team of educators in this building who can help students begin developing the mindset of a college-bound student by the end of their 9th grade year.

8. Please indicate how effective participation in GEAR UP sponsored activities available at your school has been in helping your students to succeed in school/prepare for college:

	Does Not Apply/Not Offered (%)	I did not attend (%)	Not at all (%)	Slightly (%)	Moderately (%)	Extremely (%)	No Response (%)
Tutoring and homework assistance	18.8%	56.3%	0.0%	0.0%	6.3%	6.3%	12.5%
Opportunities to participate in college visits	12.5%	43.8%	0.0%	0.0%	0.0%	31.3%	12.5%
Summer activities	12.5%	37.5%	0.0%	6.3%	18.8%	6.3%	18.8%
College Application and Exploration Week	6.3%	6.3%	6.3%	18.8%	31.3%	18.8%	12.5%
Provide Information about college entrance requirements	12.5%	12.5%	0.0%	6.3%	31.3%	25.0%	12.5%
Career exploration activities	12.5%	18.8%	0.0%	0.0%	37.5%	18.8%	12.5%



Test preparation (e.g., ACT/SAT)	12.5%	25.0%	0.0%	0.0%	18.8%	18.8%	25.0%
Assistance with College Entrance Processes	6.3%	25.0%	0.0%	6.3%	31.3%	12.5%	18.8%
Assistance with completing financial aid forms (e.g., FAFSA)	6.3%	50.0%	6.3%	0.0%	12.5%	12.5%	12.5%
Teacher professional development about college awareness and success strategies	25.0%	31.3%	6.3%	0.0%	6.3%	18.8%	12.5%
Student Success Societies/Mentoring opportunities	18.8%	18.8%	6.3%	12.5%	18.8%	12.5%	12.5%

9. In general, how often do you participate in GEAR UP activities?

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
6.3%	50.0%	12.5%	25.0%	6.3%	0.0%

Please Elaborate:

We have Gear Up teachers in our school who work with these children. They were trained before I was hired so I have not worked with the program up to this date.; My only contact with GEAR UP is to allow students to be pulled from my class once a week to attend their meeting.; I was a SSS Mentor this past year but was not permitted to attend any of the events because I did not teach 9th grade.; Sometimes a gear up event is held during advisory which has been fun for my advisory students. I'm a new teacher so I'm still learning about gear up and everything else in the school.; Gear Up activities revolve around our freshmen class and I am a junior adviser. I did attend our college signing day as well as participated in our college exploration week.; Participate as much as possible.; I just began teaching at PSHS in March of this year, therefore, I have not had a great deal of time to participate in GEAR UP. However, I do include the objectives of this program in my classroom discussions.; My homeroom participates in gear up activities when they are offered during that time.; I am not very familiar with gearup - as a new teacher at this school and level.;

10. The next set of items ask about your level of agreement related to the overall experience provided to you through GEAR UP.

	Not Applicable (%)	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
I think GEAR UP is making a positive impact on students in my school.	0.0%	0.0%	0.0%	75.0%	12.5%	12.5%
I think GEAR UP is making a positive impact on my colleagues in my school	0.0%	0.0%	18.8%	50.0%	12.5%	18.8%
GEAR UP activities are likely to be sustained after the grant ends.	6.3%	6.3%	18.8%	56.3%	6.3%	6.3%



11. Thinking about the future when GEAR UP services and activities are no longer at your school, to what extent will your school promote the following elements related to a college-going culture?

	Does not Apply (%)	Not at All (%)	Slightly (%)	Moderately (%)	Extremely (%)	No Response (%)
Family Involvement	0.0%	0.0%	6.3%	50.0%	31.3%	12.5%
Mentoring	0.0%	0.0%	6.3%	37.5%	43.8%	12.5%
Academic Support	0.0%	0.0%	6.3%	25.0%	56.3%	12.5%
Financial Literacy	0.0%	0.0%	6.3%	43.8%	37.5%	12.5%
Partnership with Institutions of Higher Education	0.0%	0.0%	6.3%	37.5%	43.8%	12.5%
Community Support	0.0%	0.0%	12.5%	43.8%	31.3%	12.5%
College Visits	0.0%	0.0%	12.5%	25.0%	50.0%	12.5%
Access to College Professionals	0.0%	0.0%	12.5%	50.0%	25.0%	12.5%
Life Skills Development	0.0%	0.0%	6.3%	31.3%	50.0%	12.5%
College Application and Exploration Week	0.0%	0.0%	0.0%	37.5%	50.0%	12.5%

Please Elaborate:

If we do not have the funds and since our county is cutting back so much, I fear that we will not have the finances to have these activities.; I feel confident that our school wants students to go to college and will offer as many supports as possible. Offering is not the same as students and families choosing to participate.; These activities happen in our school with or without Gear Up. Teachers take it upon themselves to do these things. Counselors work with students on the same things as well.; We do hope that Gear-up services continue to be funded at MCHS. I feel as though if gear-up vacated us it would leave many voids for all of us.; I plan to continue with most of the activities that GEAR UP has sponsored if funds are available.; I think we encourage post secondary training whether it be college, job training,etc.; Most activities will be promoted. Finances will be the issue for sustaining some activities.;

12. How sure are you that the majority of students...

	Not applicable (%)	Not at all (%)	Somewhat (%)	Sure (%)	Very Sure (%)	No Response (%)
...will not attend but will seek a job or enter the military.	0.0%	18.8%	62.5%	18.8%	0.0%	0.0%
...will be eligible to apply to a postsecondary institution.	0.0%	6.3%	25.0%	56.3%	12.5%	0.0%
...can make an educational plan that will prepare them for college.	0.0%	6.3%	25.0%	56.3%	6.3%	6.3%
...can get good grades in their high school science classes.	0.0%	6.3%	37.5%	50.0%	6.3%	0.0%
...can get good grades in their high school math classes.	0.0%	6.3%	43.8%	43.8%	6.3%	0.0%
...can choose the high school classes needed to get into college.	0.0%	0.0%	31.3%	56.3%	12.5%	0.0%



...know enough about computers/ technology to get into college.	0.0%	0.0%	6.3%	31.3%	62.5%	0.0%
...can go to college after high school.	0.0%	0.0%	37.5%	50.0%	12.5%	0.0%
...could get A's and B's in college.	0.0%	12.5%	62.5%	18.8%	0.0%	6.3%
...could finish college and receive a college degree.	0.0%	6.3%	56.3%	37.5%	0.0%	0.0%

13. Please use this space for additional comments, questions, or concerns:

I guess my problem is that GEAR UP was never fully explained to the faculty in my school and therefore, I am unaware of its tenets and purpose. At my school, we have always strived for many of the principles behind GEAR UP, but I never understood until this survey exactly what it was all about.

Some of the questions especially in section 14 are confusing or poorly written.; As mentioned before, there is a systemic problem that is setting many students up for failure at least at the middle school level. Cheating and laziness is a major problem that I face regularly. That coupled with the fact that some students are being passed to higher grades without having actually learned the subject matter creates a false learning environment in which students do not learn how to study or learn but instead learn how to manipulate the system and cheat to be able to pass. We are creating a community that is ill-equipped for college level learning, in some cases. Also, not everyone is made for college. Some are best equipped for other industries which we, as concerned educators and mentors, should recognize and value.; Thanks for caring.;