

Citywide Question-by-Question Survey Results for Pre-K

This report summarizes the survey responses that Pre-K for All families and teachers throughout New York City provided on the NYC School Survey¹ during the 2015-16 school year. Citywide results from the *Family Survey* are listed first, followed by citywide results from the *Teacher Survey*.

The [Pre-K for All Program Quality Standards](#) define the NYCDOE’s vision for high-quality Pre-K for All programs in NYC. Grounded in the NYCDOE’s vision for school improvement across the pre-K to 12 continuum, [the Framework for Great Schools](#), the Pre-K for All Quality Standards establish a shared set of expectations so that pre-K leaders, teachers, and families can work together to support children’s learning and development. This alignment in expectations for pre-K through 12th grade promotes continuity starting in pre-K, across all settings, and throughout a child’s experience in NYCDOE schools.

Citywide results from the 2015-16 *Family Survey* describe how families of pre-K children in NYC Early Education Centers (NYCEECs), Pre-K Centers, and district schools throughout New York City perceived their programs’ approach to family partnerships and the extent to which their programs created a positive learning environment for their children during the 2015-16 school year.

This report also contains citywide results from the 2015-16 *Teacher Survey*, which captures how pre-K teachers at NYCEECs and Pre-K Centers throughout New York City perceived various aspects of program quality at their pre-K programs, including elements of the [Pre-K for All Program Quality Standards](#) and the [Framework for Great Schools](#).

How to understand the numerical results for each question in this report

- Next to each question are the response options and the percentage of respondents who chose each response option.
- The most common response to each question is displayed in bold print.
- The sum of the percentages for all *positive* responses to each question (e.g., “Strongly Agree” and “Agree”) is reported in parentheses to the right of each question.

Survey Response Rates

Citywide		
F	31144 Families	47%
T	2205 Teachers	69%

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For additional information about the NYC School Survey, visit the [NYC School Survey website \(www.nycschoolssurvey.org\)](http://www.nycschoolssurvey.org). If you have questions specifically about this report, please contact surveys@schools.nyc.gov.

¹ Citywide Family Survey data is available across all settings, including district schools, NYC Early Education Centers (NYCEECs), charter schools, and Pre-K Centers. Citywide Teacher Survey data is only available for NYCEECs and Pre-K Centers; at this time, it is not possible to separate pre-K teacher responses from those of other teachers at district schools or charter schools.

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Family Responses

F The principal/school leader at this school...	Percent %				
	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know
is strongly committed to shared decision making. (94)	37	46	4	2	11
works to create a sense of community in the school. (96)	44	47	2	2	5
promotes family and community involvement in the school. (96)	47	44	2	2	5

F If you are a parent of a child in pre-K, ANSWER this question. How much do you agree with the following statements?	Percent %			
	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel good about the way that my child's pre-K teacher helped my child adjust to pre-K. (98)	64	33	1	1
I feel good about the way that my child's pre-K program welcomed our family into pre-K. (97)	63	34	1	1
My child's pre-K teacher gives me helpful ideas about how I can support my child's learning. (95)	58	37	4	1
My child's pre-K teacher lets me know that I can make a difference in my child's learning. (95)	57	38	4	1
My child's pre-K program has helped me consider which elementary schools will meet my child's needs. (87)	47	40	10	3

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Family Responses

F How much do you agree with the following statements?	Percent %				
	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know
School staff regularly communicate with parents/guardians about how parents can help students learn. (95)	54	41	3	2	1
Parents/guardians are invited to visit classrooms to observe instruction. (91)	48	41	6	2	3
Parents/guardians are greeted warmly when they call or visit the school. (97)	60	36	2	2	1
Teachers and parents/guardians think of each other as partners in educating children. (97)	56	40	2	2	1
Teachers work closely with families to meet students' needs. (95)	54	40	3	2	1
Teachers communicate regularly with parents/guardians. (95)	56	38	3	2	1
The principal/school leaders encourage feedback from parents/guardians and the community through regular meetings with parent and teacher leaders. (92)	44	44	5	2	5
Teachers understand families' problems and concerns. (96)	47	44	2	2	5
My child's teachers incorporate materials about different races, ethnicities, cultural backgrounds, and families into the curriculum to make learning more meaningful. (96)	47	41	2	2	8
My child sees people of many different races, ethnicities, or cultural backgrounds represented in the curriculum. (96)	46	43	2	1	8

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Family Responses

F How much do you agree with the following statements?	Percent %				
	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know
My child's school will make me aware if there are any emotional or psychological issues affecting my child's academic performance. (97)	53	40	2	1	4
At this school my child is safe. (98)	61	35	1	1	1
This school is kept clean. (97)	61	35	1	2	1
School Safety Agents promote a safe and respectful environment at this school. ² (96)	53	37	2	2	7

P How much do you agree with the following statements?	Percent %			
	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel respected by my child's teachers. (98)	62	36	1	1
Staff at this school work hard to build trusting relationships with parents/guardians like me. (96)	53	43	3	2
I feel respected by my child's principal/school leader. (96)	52	44	2	2
I trust the principal/school leader at his or her word (to do what he or she says that he or she will do). (95)	49	47	3	2
The principal/school leader is an effective manager who makes the school run smoothly. (95)	49	46	3	2
The principal/school leader at this school works hard to build trusting relationships with parents/ guardians like me. (94)	48	46	4	2
My child's school communicates with me in a language and in a way that I can understand (97)	59	38	1	1

² Only responses from Pre-K Center, district school and charter school pre-K families are reported for this question.

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Family Responses

F How satisfied are you with the following?	Percent %				
	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	I don't know
The response I get when I contact this school. (97)	55	41	2	1	1
The education my child has received this year. (97)	61	35	2	1	1
The overall quality of my child's teachers this year. (98)	66	31	2	1	1
The performance of the citywide Panel for Education Policy with regard to school resources, oversight, curriculum, and progress in student achievement. (96)	40	40	2	1	16
The performance of the Schools Chancellor with regard to school resources, oversight, curriculum, and progress in student achievement. (95)	37	40	3	1	18

F Since the beginning of the school year, how often have you...	Percent %			
	Often	Sometimes	Rarely	Never
been asked or had the opportunity to volunteer time to support this school (for example, spent time helping in classrooms, helped with school-wide events, etc.)? (76)	39	37	11	13
communicated with your child's teacher about your child's performance? (95)	68	28	4	1
seen your child's projects, artwork, homework, tests or quizzes? (97)	81	16	2	1

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Family Responses

F If you are a parent of a child who has an Individualized Education Program (IEP), ANSWER this question. How much do you agree with the following statements?

	Percent %			
	Strongly Agree	Agree	Disagree	Strongly Disagree
I am satisfied with the educational planning and Individual Education Program (IEP) development process at this school. (95)	55	40	4	1
This school works to achieve the goals on my child's Individual Education Program (IEP). (96)	60	36	3	1
This school offers a wide enough variety of activities and services (including related services and assistive and adaptive technologies where appropriate) to help improve life outcomes for my child. (98)	62	36	2	0

F Which of the following improvements would you most like your school to make (Choose ONE)?

Percent %								
Stronger school leadership	More hands-on learning	Stronger enrichment programs (e.g. afterschool programs, clubs, teams)	Stronger arts programs	More challenging courses	Better communication with parents	Higher quality teaching	Smaller class size	Safer school environment
5	15	33	8	12	5	6	11	4

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Teacher Responses

T The principal/school leader at this school...	Percent %			
	Strongly Agree	Agree	Disagree	Strongly Disagree
makes clear to the staff his or her expectations for meeting instructional goals. (94)	47	47	5	1
communicates a clear vision for this school. (93)	47	46	6	1
understands how children learn. (95)	52	43	4	1
sets high standards for student learning. (96)	53	44	3	0
sets clear expectations for teachers about implementing what they have learned in professional development. (94)	46	47	6	1
knows what's going on in my classroom. (92)	47	45	7	1
participates in instructional planning with teams of teachers. (87)	41	46	11	2

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Teacher Responses

Percent %

T How many students in your classes...

	All	A lot	Some	None
show that they respect each other's ideas? (74)	22	52	25	1
participate in class discussions at some point? (87)	36	51	13	0
feel challenged? (68)	21	47	30	2
listen carefully when the teacher gives directions? (77)	15	62	23	0
have to work hard to do well? (46)	11	36	51	2
follow the rules in class? (85)	20	65	15	0
pay attention when they are supposed to? (77)	12	66	23	0
respond to challenging questions in class? (59)	8	52	40	1
do their work when they are supposed to? (81)	19	62	18	0
behave well in class even when the teacher isn't watching? (67)	9	58	32	0

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Teacher Responses

	Percent %				
T How many adults at this school...	All	A lot	Some	None	I don't know
help students develop the skills they need to complete challenging coursework despite obstacles? (89)	46	38	10	0	6
teach critical thinking skills to students? (89)	49	36	10	0	4
teach students how to advocate for themselves? (89)	47	37	10	0	6
teach students the organizational skills needed to be prepared for their next level? (89)	48	37	10	0	5
recognize disruptive behavior as social-emotional learning opportunities? (86)	43	39	13	0	4
teach students the skills they need to regulate their behavior (i.e. by focusing their attention, controlling their emotions, or managing their thinking, behavior, and feelings)? (89)	48	38	10	0	3
have access to school based supports to assist in behavioral/emotional escalations? (79)	42	30	16	3	9

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Teacher Responses

T How many teachers at this school...	Percent %			
	All	A lot	Some	None
help maintain discipline in the entire school, not just their classroom? (79)	51	29	19	2
are really trying to improve their teaching? (84)	54	30	16	1
take responsibility for improving the school? (79)	48	30	20	1
feel responsible for helping students develop self-management? (88)	55	32	12	0
are willing to take risks to make the school better? (70)	40	30	27	3
are eager to try new ideas? (80)	47	33	20	0
feel responsible that all students learn? (90)	63	27	9	0

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Teacher Responses

T At this school...	Percent %			
	Strongly Agree	Agree	Disagree	Strongly Disagree
once we start a new program, we follow up to make sure that it's working. (95)	39	56	5	0
it is clear how all of the programs offered are connected to our school's instructional vision. (93)	38	55	6	0
there is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school. (93)	43	51	6	1
parents/guardians are invited to visit classrooms to observe the instructional program. (97)	57	39	3	0
there is an expectation that teachers communicate regularly with parents/guardians. (99)	65	34	0	0
teachers understand families' problems and concerns. (99)	58	42	1	0
teachers work closely with families to meets students' needs. (99)	63	36	1	0
school staff regularly communicate with parents/guardians about how parents can help students learn. (99)	63	36	1	0
The principal/school leader encourages feedback through regular meetings with parent and teacher leaders. (94)	53	40	5	1
teachers design instructional programs together. (89)	40	49	9	1
the principal, teachers, and staff collaborate to make this school run effectively. (93)	48	44	6	1
teachers talk about instruction in the teacher's lounge, faculty meetings, etc. (92)	42	50	6	2

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Teacher Responses

T How much do you agree with the following statements?	Percent %			
	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel respected by the NYC DOE central administration. (89)	22	66	9	2
Central DOE employees have confidence in the expertise of the teachers. (90)	22	68	9	2
Central DOE employees place the needs of children ahead of personal interests. (89)	26	63	9	2
The Chancellor is an effective manager who makes the NYC DOE run smoothly. (86)	16	70	12	2
I trust the Chancellor at her word. (84)	15	69	14	2
I usually look forward to each working day at this school. (94)	51	43	5	1
I wouldn't want to work in any other school. (75)	35	39	21	4
I would recommend this school to parents/guardians seeking a place for their child. (94)	57	37	4	1
Teachers in this school trust each other. (89)	38	52	9	1
It's OK in this school to discuss feelings, worries, and frustrations with other teachers. (88)	38	50	9	3
Teachers respect other teachers who take the lead in school improvement efforts. (92)	40	51	7	1
I feel respected by other teachers at this school. (94)	44	50	5	1
Teachers at this school respect those colleagues who have a specific expertise. (93)	42	50	6	1
School Safety Agents promote a safe and respectful environment at this school. ³ (94)	47	47	4	2

³ Only responses from Pre-K Center teachers are reported for this question.

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Teacher Responses

T How much do you agree with the following statements?	Percent %			
	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel respected by the principal at this school. (92)	51	41	6	2
The principal at this school is an effective manager who makes the school run smoothly. (90)	48	42	8	2
The principal has confidence in the expertise of the teachers at this school. (93)	50	43	6	1
I trust the principal/school leader at his or her word (to do what he or she says that he or she will do). (89)	46	43	8	2
At this school, it's OK to discuss feelings, worries, and frustrations with the principal. (89)	45	44	9	3
The principal takes a personal interest in the professional development of teachers. (93)	50	43	5	1
The principal looks out for the personal welfare of the staff members. (89)	46	42	9	2
The principal places the needs of children ahead of personal interests. (95)	53	42	4	1
In this school, the professional staff believes that all students can learn, including English language learners and students with disabilities. (98)	59	39	1	0
At this school, students with disabilities are included in all school activities (lunch, class trips, etc.). (99)	60	39	1	0
This school educates students with disabilities in the least restrictive environment appropriate. (96)	51	46	3	1
At this school, order and discipline are maintained. (97)	48	49	3	0
This school is kept clean. (95)	51	44	4	1

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Teacher Responses

T How satisfied are you with the following?	Percent %				
	Very satisfied	Satisfied	Dissatisfied	Very Dissatisfied	I don't know
The performance of the citywide Panel for Educational Policy with regard to school resources, oversight, curriculum, and progress in student achievement. (89)	19	50	7	1	22
The performance of the Schools Chancellor with regard to school resources, oversight, curriculum, and progress in student achievement. (87)	18	51	8	2	21

T I am able to...	Percent %				
	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't know
use my student's prior knowledge related to their cultural and linguistic backgrounds to help make learning meaningful. (98)	68	29	1	2	0
modify instructional activities and materials to meet the developmental needs and learning interests of all my students. (98)	73	25	1	1	0
critically examine the curriculum to determine whether it appropriately represents all groups. (97)	61	34	2	1	1
design appropriate instruction that is matched to English language learners (ELL) proficiency and students with disabilities. (96)	57	37	2	1	3
identify cultural differences when communicating with parents/guardians regarding their child's educational progress. (98)	65	31	1	1	1
distinguish linguistic/cultural differences from learning difficulties. (98)	56	40	1	1	2

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Teacher Responses

Percent %

T Overall, my professional development experiences this year have...

	Strongly Agree	Agree	Disagree	Strongly Disagree
been sustained and coherently focused, rather than short-term and unrelated. (92)	35	58	6	1
included enough time to think carefully about, try, and evaluate new ideas. (90)	34	56	9	1
included opportunities to work productively with colleagues in my school. (91)	36	56	8	1
included opportunities to work productively with teachers from other schools. (79)	26	53	18	3

Percent %

T How much influence do teachers have over school policy in each of the areas below?

	A Great Deal of Influence	A Moderate Amount	Little	No Influence
Hiring new professional personnel. (36)	8	28	27	37
Planning how discretionary school funds should be used. (38)	11	27	26	36
Selecting instructional materials used in classrooms. (81)	45	37	13	6
Developing instructional materials (84)	48	36	11	5
Setting standards for student behavior (92)	59	33	6	2



Teacher Responses

T For general/self-contained/literacy/science/social studies: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...

	Percent %			
	Strongly Agree	Agree	Disagree	Strongly Disagree
building students' knowledge through content-rich non-fiction. (92)	33	58	7	1
students to interact with complex grade-level text. (91)	30	61	8	1

T For general/self-contained/math/science: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...

	Percent %			
	Strongly Agree	Agree	Disagree	Strongly Disagree
focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning. (96)	36	60	3	0
developing students' conceptual understanding, procedural fluency, and their ability to apply math in context. (97)	34	63	3	0

T If you are a teacher of grades pre-K–5, ANSWER this question. My students are safe...

	Percent %			
	Strongly Agree	Agree	Disagree	Strongly Disagree
outside around this school. (96)	47	49	3	1
traveling between home and this school. (96)	40	56	4	0
in the hallways, bathrooms, locker rooms, and cafeteria of this school. (99)	67	32	0	0
in my class(es). (100)	78	22	0	0



Teacher Responses

T If you are a teacher of grades pre-K–5, ANSWER this question. How many of the students in your class(es)...

Percent %

All A lot Some None

feel it is important to come to school every day? (93)

42

51

7

0

feel it is important to pay attention in class? (85)

28

57

15

0

T If you are a teacher of grades pre-K–5, ANSWER this question. How much do you agree with the following statement?

Percent %

Strongly Agree

Agree

Disagree

Strongly Disagree

Discipline is applied to students fairly in my school. (97)

52

45

3

1

T If you are a teacher of grades pre-K–5, ANSWER this question. How often do students in your class(es)...

Percent %

All of the Time

Most of the time

Some of the Time

None of the Time

work in small groups? (84)

30

54

16

0