## Academic Achievement in English



Note: Data are by school district for SY 2014-15 and do not include schools in non-geographic districts. The pass rate published in the
2015 Atlas of Student Homelessness is synonymous to the proficiency rate shown here. 2015 Atlas of Student Homelessness is synonymous to the proficiency rate shown here.
Source: New York City Department of Education, unpublished data tabulated by the Institute for Children, Poverty, and Homelessness, SY 2014-15.

The proficiency gap by income and housing status in SY 2014-15 was similar to that in SY 2013-14.

Citywide, $31 \%$ of students in 3rd-8th grade were proficient in English, meeting English Language Arts (ELA) grade-level standards in SY 2014-15.

Only 14\% of homeless students met grade-level standards in English compared to 25\% of low-income housed students and $48 \%$ of non-low-income housed students.

Among homeless students, differences exist by the type of homelessness a student experienced. Doubled-up students were proficient in ELA at close to two times the rate of homeless students living in shelter ( $17 \%$ compared to $10 \%$ respectively).

Differences in ELA proficiency rates varied geographically by 27 percentage points with only $8 \%$ of homeless students in Brownsville (District 23) meeting grade-level standards compared to 36\% in Bayside (District 26).

3rd-8th Grade State English Language Arts Test Proficiency Rate, School Year 2014-15


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[^0]:    Note: Data by school district do not include schools in non-geographic districts, so borough and district total percentages may differ. Ns of fewer than 30 students were redacted. The pass rate published in the
    2015 Atlas of Student Homelessness is synonymous to the proficiency rate shown here.
    Source: New York City Department of Education, unpublished data tabulated by the Institute for Children, Poverty, and Homelessness, SY 2014-15.

