In our school, the [experiencing homeless] kids with the most adjustment and behavior issues are the young ones. They really have trouble settling in. They’re not used to focusing. They have trouble acclimating to the environment. We have kids who don’t want to stay in the classroom, who literally exit the classroom. Sometimes they have problems completing assignments if you send them home, so we try to do them in school.

Former Principal, Community School in Brooklyn

One middle school student [age 13] said that traveling from the Bronx to school in Brooklyn caused him to go from an A average in English to a 67% due to being late. His younger brother [age 8] really struggled to get up in time to get on the train for school, and he would often fall asleep in class. Last year, his teacher became concerned that he might have a sleep disorder because he was constantly nodding off. He missed out on a lot of valuable classroom instruction and he was moved to a special education classroom.

Social Work Director, Partnership with Children, working in New York City public schools
Section 4
Educational Achievement of Homeless Students:
English Language Arts (ELA) and Math State Assessment Proficiency

The effect of housing instability on student performance is clearly demonstrated once students begin taking State-mandated math and English tests in the third grade. These tests receive significant political and media attention, yet the outcomes of homeless students and those with a history of housing instability are generally overlooked. Poor performance in school is known to correlate with students’ future academic outcomes, and meeting the educational needs of homeless students is critical to give these students the opportunity to learn on pace with their peers.

What’s New?

Homeless students living in shelter were more at risk academically than their housed or other homeless peers. Among middle schoolers, just 8% of students in shelter scored proficient in math, a rate four times lower than housed students overall (34%).

Amidst citywide policy and curricula changes over time, achievement gaps by housing status persisted. Homeless students scored proficient in ELA at roughly half the rate of housed students overall (21% to 40% in SY 2015–16).

Policy Considerations

Achievement gaps must be looked at not only between homeless and housed students overall, but also among students who have been homeless living in different settings. Children who have lived in a shelter consistently see lower academic proficiency than their doubled-up peers. Targeting academic supports to students in shelter is needed to reduce these students’ academic risk.

Students who have a history of homelessness see virtually the same level of academic risk as currently homeless students and should remain eligible for additional supportive and academic services even after moving into permanent housing.
English Language Arts Achievement Among Homeless Students

One in five homeless students scored proficient in ELA (21%) compared to roughly a third of low-income housed students (36%) and two-thirds of non-low-income housed students (68%).

Homelessness has a lasting impact on school achievement. Students who were currently housed but had experienced homelessness (formerly homeless) met ELA grade-level standards at roughly the same rates as their currently homeless peers (24% to 21%).

The consistency with which formerly homeless students perform far below their classmates even after they are stably housed indicates how difficult it can be for students to catch up once they have fallen behind. Ensuring that homeless students receive ongoing supports even after they become housed is critical to closing this achievement gap.

Note: “Formerly Homeless” includes students who were housed during SY 2015–16 but were homeless at any point during SY 2010–11, SY 2011–12, SY 2012–13, SY 2013–14, and/or SY 2014–15.
Section 4: Educational Achievement of Homeless Students

3rd–8th Grade State English Language Arts Test Proficiency Rates by Housing Status

<table>
<thead>
<tr>
<th></th>
<th>ELA Performance Level 1</th>
<th>ELA Performance Level 2</th>
<th>ELA Performance Level 3</th>
<th>ELA Performance Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeless</td>
<td>43%</td>
<td>36%</td>
<td>17%</td>
<td>4%</td>
</tr>
<tr>
<td>Formerly Homeless</td>
<td>37%</td>
<td>38%</td>
<td>18%</td>
<td>6%</td>
</tr>
<tr>
<td>Housed, Free Lunch</td>
<td>27%</td>
<td>37%</td>
<td>25%</td>
<td>11%</td>
</tr>
<tr>
<td>Housed, No Free Lunch</td>
<td>10%</td>
<td>22%</td>
<td>37%</td>
<td>31%</td>
</tr>
</tbody>
</table>

Note: Performance levels 1 and 2 indicate a student performed well below or partially below proficiency on the New York State Department of Education English Language Arts assessment, and levels 3 and 4 indicate a student performed at proficiency or higher. “Formerly Homeless” includes students who were housed during SY 2015–16 but were homeless at any point during SY 2010–11, SY 2011–12, SY 2012–13, SY 2013–14, and/or SY 2014–15. Percentages may not add to 100% due to rounding.

Homeless students were most likely to receive a level 1 score (43%)—indicating that they performed well below proficiency standards. Just 27% of low-income housed students and 10% of non-low-income housed students received that score.

Meanwhile, only 4% of homeless students and 6% of formerly homeless students scored at proficiency level 4—the highest level—compared to 11% of low-income housed students and 31% of non-low-income housed students.
With the adoption of Common Core standards into 3rd–8th grade State assessments in SY 2012–13, proficiency rates overall dropped by 16 points in ELA. Three years later in SY 2015–16, students were given unlimited time, allowing students to work at their own pace; that year, citywide ELA proficiency rates rose by 6 points.

Amidst citywide policy and curricula changes, achievement gaps by housing status persisted. Homeless students scored proficient at roughly half the rate of housed students overall (21% to 40% in SY 2015–16).

Homeless students living in shelter faced the greatest academic risk compared to their housed or other homeless peers. Only 15% of all students in shelter scored proficient on their 3rd–8th grade ELA assessment, roughly one-third the rate of housed students overall and two-thirds the rate of their classmates living doubled up (40% and 24%).

Homeless students living doubled up scored proficient at roughly half the rate of their housed classmates (24% to 40%).

Changes in Citywide State English Language Arts Test Proficiency Rates by Year
SY 2010–11 to SY 2015–16
- All Homeless
- In Shelter
- Doubled Up
- All Housed
- Overall Citywide

Note: SY 2012–13 was the first year that the 3rd–8th grade state assessments incorporated the Common Core curriculum. New York State first adopted the Common Core curriculum in 2010. Students were given unlimited time to complete their assessments starting in SY 2015–16. “All homeless” includes all categories of homelessness.
Students living in shelter scored proficient on ELA assessments at the lowest rates of any other group, with just 16% of elementary students and 14% of middle schoolers in shelter scoring proficient in ELA—just half the rate of their housed, low-income peers (33% and 33%) and one-fourth the rate of their housed peers who were not low income (58% and 53%).

By middle school, the proficiency gap between homeless and housed students widened, with housed students scoring proficient at over twice the rate of homeless students. This pattern likely reflects the lingering destabilizing effects of homelessness on children’s education.

Middle school proficiency is a key indicator of high school graduation and future success. Targeting academic supports to students in shelter is needed to reduce these students’ academic risk.

**3rd–8th Grade State English Language Arts Test Proficiency Rates**

Percent of Students who Scored Proficient on the State English Language Arts Test, SY 2015–16

<table>
<thead>
<tr>
<th>Housing Status and Grade Level</th>
<th>Elementary School</th>
<th>Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Housed</td>
<td>41%</td>
<td>39%</td>
</tr>
<tr>
<td>All Homeless</td>
<td>23%</td>
<td>19%</td>
</tr>
</tbody>
</table>

By Where Students Sleep and Grade Level

<table>
<thead>
<tr>
<th>Housing Status</th>
<th>Elementary School</th>
<th>Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeless, in Shelter</td>
<td>16%</td>
<td>14%</td>
</tr>
<tr>
<td>Homeless, Doubled Up</td>
<td>26%</td>
<td>22%</td>
</tr>
<tr>
<td>Other Homeless</td>
<td>21%</td>
<td>17%</td>
</tr>
<tr>
<td>Housed, Free Lunch</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>Housed, No Free Lunch</td>
<td>58%</td>
<td>53%</td>
</tr>
</tbody>
</table>

Note: “Other homeless” includes students who were awaiting foster care, paying for a hotel/motel outside of the shelter system, or living in another temporary and/or unsuitable housing situation.
Geographic Patterns of English Language Arts (ELA) Proficiency

Grade-Level Proficiency Among Homeless Students:
3rd–8th Grade State English Language Arts (ELA) Test
SY 2015-16

Citywide, 38% of all students and 21% of homeless students scored proficient on their 3rd–8th grade ELA assessment. For homeless students, ELA proficiency ranged from a low of 12% in East Tremont in the Bronx to a high of 44% in Bayside, Queens. (Districts 12 and 26)

In Manhattan, ELA proficiency rates for homeless students ranged from a high of 38% in the Financial District/Upper East Side to a low of 16% in Central Harlem compared to 21% for homeless students overall. (Districts 2 and 5)

ELA proficiency among homeless students was lowest in some of the areas with the most homeless students overall, including upper Manhattan, the south Bronx, and central Brooklyn. (Districts 1, 4-12, 14, 16, 19, 23, 31, and 32)
# 3rd–8th Grade State ELA Test Proficiency Rate, SY 2015–16

<table>
<thead>
<tr>
<th>City/Borough/Select Neighborhoods (School District #)</th>
<th>All Students</th>
<th>Homeless, Housed, In Shelter</th>
<th>Homeless, Housed, Doubled Up</th>
<th>Housed, Free Lunch</th>
<th>Housed, No Free Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New York City</strong></td>
<td>38.2%</td>
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<tr>
<td>Manhattan</td>
<td></td>
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<tr>
<td>Lower East Side (1)</td>
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<tr>
<td>Financial District/Midtown/Upper East Side (2)</td>
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<tr>
<td>Upper West Side/Morningside Heights (3)</td>
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<tr>
<td>East Harlem (4)</td>
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<tr>
<td>Central Harlem/Manhattanville (5)</td>
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<tr>
<td>Hamilton/Washington Heights/Inwood (6)</td>
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<tr>
<td><strong>Bronx</strong></td>
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<tr>
<td>Mott Haven/Melrose (7)</td>
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<tr>
<td>Hunts Point/Longwood (8)</td>
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<tr>
<td>Highbridge/Concourse (9)</td>
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<tr>
<td>Riverdale/Bedford/Fordham/Belmont (10)</td>
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<tr>
<td>Williamsbridge/Baychester/Morris Park/Co-op City (11)</td>
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</tr>
<tr>
<td>East Tremont (12)</td>
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<tr>
<td><strong>Brooklyn</strong></td>
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<tr>
<td>Brooklyn Heights/Fort Greene (13)</td>
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<tr>
<td>Williamsburg/Greenpoint (14)</td>
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<tr>
<td>Carroll Gardens/Park Slope/Sunset Park (15)</td>
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<tr>
<td>Bedford-Stuyvesant (16)</td>
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<tr>
<td>Crown Heights/Prospect Lefferts Gardens (17)</td>
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<tr>
<td>East Flatbush/Canarsie (18)</td>
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<tr>
<td>East New York/Starrett City (19)</td>
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<tr>
<td>Bay Ridge/Dyker Heights/Borough Park (20)</td>
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<tr>
<td>Coney Island/Gravesend/Ocean Parkway (21)</td>
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<tr>
<td>Flatbush/Flatlands/Sheepshead Bay (22)</td>
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<tr>
<td>Brownsville (23)</td>
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<tr>
<td>Bushwick (32)</td>
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<tr>
<td><strong>Queens</strong></td>
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<tr>
<td>Sunnyside/Ridgewood/Maspeth/Elmhurst/Corona (24)</td>
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<tr>
<td>Flushing/Whitestone (25)</td>
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<tr>
<td>Bayside/Little Neck/Fresh Meadows/Floral Park (26)</td>
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<tr>
<td>Woodhaven/Ozone Park/Howard Beach (27)</td>
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<tr>
<td>Rego Park/Forest Hills/Briarwood (28)</td>
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<tr>
<td>Hollis/Queens Village (29)</td>
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<tr>
<td>Astoria/Long Island City (30)</td>
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<tr>
<td><strong>Staten Island</strong></td>
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<tr>
<td>Staten Island (31)</td>
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<tr>
<td><strong>Citywide Special Education (75)</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Citywide Alternative Schools &amp; Programs (79)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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.
By school, ELA proficiency rates for homeless students ranged from 0% in two schools—P.S. 165 Ida Posner in Brownsville and P.S. 112 Bronxwood in Williamsbridge—to 66% in P.S. 241 Emma L. Johnston in Crown Heights, Brooklyn. (Districts 23, 11, and 17 respectively)

See more schools at bit.ly/mapNYCHomelessStudents

## Top 10 Schools with Lowest Homeless Student English Language Arts Proficiency Rate, SY 2015–16

<table>
<thead>
<tr>
<th>Rank</th>
<th>School Name</th>
<th>Select Neighborhoods (School District #)</th>
<th>Borough</th>
<th>ELA Proficiency Rate, Homeless Students</th>
<th>ELA Proficiency Rate, Housed Students</th>
<th>Number of Homeless Students</th>
<th>Total Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>P.S. 165 Ida Posner</td>
<td>Brownsville (23)</td>
<td>Brooklyn</td>
<td>0.0%</td>
<td>13.4%</td>
<td>33</td>
<td>220</td>
</tr>
<tr>
<td>1</td>
<td>P.S. 112 Bronxwood</td>
<td>Williamsbridge/Morris Park/Co-op City (11)</td>
<td>Bronx</td>
<td>0.0%</td>
<td>10.2%</td>
<td>36</td>
<td>172</td>
</tr>
<tr>
<td>3</td>
<td>Entrada Academy</td>
<td>East Tremont (12)</td>
<td>Bronx</td>
<td>2.0%</td>
<td>5.6%</td>
<td>50</td>
<td>227</td>
</tr>
<tr>
<td>4</td>
<td>P.S./M.S. 042 Robert Vernam</td>
<td>Woodhaven/Ozone Park/Howard Beach (27)</td>
<td>Queens</td>
<td>2.4%</td>
<td>11.7%</td>
<td>42</td>
<td>418</td>
</tr>
<tr>
<td>5</td>
<td>J.H.S. 161 Lou Gehrig Academy</td>
<td>Mott Haven/Melrose (7)</td>
<td>Bronx</td>
<td>2.5%</td>
<td>12.8%</td>
<td>40</td>
<td>243</td>
</tr>
<tr>
<td>6</td>
<td>P.S./I.S. 224</td>
<td>Mott Haven/Melrose (7)</td>
<td>Bronx</td>
<td>2.7%</td>
<td>13.9%</td>
<td>73</td>
<td>339</td>
</tr>
<tr>
<td>7</td>
<td>J.H.S. 008 Richard S. Grossley</td>
<td>Rego Park/Forest Hills/Briarwood (28)</td>
<td>Queens</td>
<td>2.9%</td>
<td>12.4%</td>
<td>34</td>
<td>333</td>
</tr>
<tr>
<td>8</td>
<td>Van Siclen Community Middle School</td>
<td>East New York/Starrett City (19)</td>
<td>Brooklyn</td>
<td>3.1%</td>
<td>5.3%</td>
<td>32</td>
<td>294</td>
</tr>
<tr>
<td>9</td>
<td>P.S. 183 Dr. Richard R. Green</td>
<td>Woodhaven/Ozone Park/Howard Beach (27)</td>
<td>Queens</td>
<td>3.1%</td>
<td>14.6%</td>
<td>32</td>
<td>367</td>
</tr>
<tr>
<td>10</td>
<td>The Hunts Point School</td>
<td>Hunts Point/Longwood (8)</td>
<td>Bronx</td>
<td>3.5%</td>
<td>6.9%</td>
<td>86</td>
<td>288</td>
</tr>
</tbody>
</table>

Note: Data are by school district for SY 2015–16 and do not include schools in non-geographic districts.
Top 10 Schools with Highest Homeless Student English Language Arts Proficiency Rate, SY 2015–16

<table>
<thead>
<tr>
<th>Rank</th>
<th>School Name</th>
<th>Select Neighborhoods (School District #)</th>
<th>Borough</th>
<th>ELA Proficiency Rate, Homeless Students</th>
<th>ELA Proficiency Rate, Housed Students</th>
<th>Number of Homeless Students</th>
<th>Total Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>P.S. 241 Emma L. Johnston</td>
<td>Crown Heights/Prospect Lefferts Gardens (17)</td>
<td>Brooklyn</td>
<td>65.9%</td>
<td>42.4%</td>
<td>41</td>
<td>266</td>
</tr>
<tr>
<td>2</td>
<td>The School For Future Leaders</td>
<td>Bay Ridge/Dyker Heights/Borough Park (20)</td>
<td>Brooklyn</td>
<td>57.9%</td>
<td>57.2%</td>
<td>57</td>
<td>230</td>
</tr>
<tr>
<td>3</td>
<td>P.S. 171 Patrick Henry</td>
<td>East Harlem (4)</td>
<td>Manhattan</td>
<td>53.8%</td>
<td>57.6%</td>
<td>39</td>
<td>494</td>
</tr>
<tr>
<td>4</td>
<td>The Walton Avenue School</td>
<td>Highbridge/Concourse (9)</td>
<td>Bronx</td>
<td>52.5%</td>
<td>49.5%</td>
<td>40</td>
<td>149</td>
</tr>
<tr>
<td>5</td>
<td>P.S. 249 The Caton</td>
<td>Crown Heights/Prospect Lefferts Gardens (17)</td>
<td>Brooklyn</td>
<td>51.4%</td>
<td>57.1%</td>
<td>35</td>
<td>385</td>
</tr>
<tr>
<td>6</td>
<td>J.H.S. 216 George J. Ryan</td>
<td>Bayside/Little Neck/Fresh Meadows/ Flora Park (26)</td>
<td>Queens</td>
<td>51.3%</td>
<td>65.3%</td>
<td>80</td>
<td>1,380</td>
</tr>
<tr>
<td>10</td>
<td>J.H.S. 167 Robert F. Wagner</td>
<td>Financial District/Midtown/ Upper East Side (2)</td>
<td>Manhattan</td>
<td>50.0%</td>
<td>66.5%</td>
<td>44</td>
<td>1,304</td>
</tr>
<tr>
<td>10</td>
<td>The School for Inquiry and Social Justice</td>
<td>Hunts Point/Longwood (8)</td>
<td>Bronx</td>
<td>50.0%</td>
<td>36.3%</td>
<td>30</td>
<td>452</td>
</tr>
<tr>
<td>10</td>
<td>P.S. 69 Vincent D. Grippo School</td>
<td>Bay Ridge/Dyker Heights/Borough Park (20)</td>
<td>Brooklyn</td>
<td>50.0%</td>
<td>50.8%</td>
<td>82</td>
<td>446</td>
</tr>
<tr>
<td>10</td>
<td>P.S. 176 Ovington</td>
<td>Bay Ridge/Dyker Heights/Borough Park (20)</td>
<td>Brooklyn</td>
<td>50.0%</td>
<td>58.8%</td>
<td>74</td>
<td>766</td>
</tr>
</tbody>
</table>

Note: Data are by school district for SY 2015–16 and do not include schools in non-geographic districts.

At P.S. 241 Emma L. Johnston in Brooklyn’s Crown Heights and The School for Inquiry and Social Justice in Hunts Point in the Bronx, homeless students were proficient in ELA at much higher rates than their classmates who were housed—24 points higher and 14 points higher respectively. (Districts 17 and 8)

Understanding what supports are enabling homeless students to perform at such high rates and translating those to other schools citywide could raise proficiency rates for all students.

See more schools at bit.ly/mapNYCHomelessStudents
Math Achievement Among Homeless Students

One in five (19%) students experiencing homelessness scored proficient on their 3rd–8th grade State math assessment compared to roughly a third of low-income housed students (35%) and two-thirds of non-low-income housed students (66%).

Students who were currently housed but had experienced homelessness (formerly homeless) met grade-level standards at roughly the same rates as their currently homeless peers (21% to 19% in math).
Section 4: Educational Achievement of Homeless Students

3rd–8th Grade State Math Test Proficiency Rates, by Housing Status

SY 2015–16

- **Math Performance Level 1**
  - Homeless: 50%
  - Formerly Homeless: 46%
  - Housed, Free Lunch: 33%
  - Housed, No Free Lunch: 13%

- **Math Performance Level 2**
  - Homeless: 31%
  - Formerly Homeless: 33%
  - Housed, Free Lunch: 32%
  - Housed, No Free Lunch: 21%

- **Math Performance Level 3**
  - Homeless: 13%
  - Formerly Homeless: 13%
  - Housed, Free Lunch: 19%
  - Housed, No Free Lunch: 26%

- **Math Performance Level 4**
  - Homeless: 7%
  - Formerly Homeless: 8%
  - Housed, Free Lunch: 16%
  - Housed, No Free Lunch: 40%

Note: Performance levels 1 and 2 indicate a student performed well below or partially below proficiency on the New York State Department of Education Math assessment, and levels 3 and 4 indicate a student performed at proficiency or higher. “Formerly Homeless” includes students who were housed during SY 2015–16 but were homeless at any point during SY 2010–11, SY 2011–12, SY 2012–13, SY 2013–14, and/or SY 2014–15. Percentages may not add to 100% due to rounding.

Not only were homeless students less likely to be grade-level proficient, but their proficiency gap was also more severe. Homeless and formerly homeless students were most likely to receive a level 1 score (50% and 46%), indicating that they performed well below proficiency standards. Just 33% of low-income housed students and 13% of non-low-income housed students received that score.

Meanwhile, only 7% of homeless students and 8% of formerly homeless students scored at proficiency level 4—the highest level—compared to 16% of low-income housed students and 40% of non-low-income housed students.

Tracking students’ housing status over time could present untapped opportunities for educators and school administrators to identify and connect formerly homeless students with educational and social support programs. These programs could help ensure that those who are still experiencing the aftershocks of homelessness are provided with the support that they need to succeed in school.
With the adoption of Common Core standards into 3rd–8th grade State assessments in SY 2012–13, proficiency rates overall dropped by nearly 30 points in math. Three years later in SY 2015–16, students were given unlimited time, allowing students to work at their own pace; that year, citywide math proficiency rates rose to 36%.

Amidst these policy and curricula changes, achievement gaps by housing status persisted. Homeless students scored proficient at roughly half the rate of housed students overall (19% to 38% in SY 2015–16).

Homeless students living in shelter faced the greatest academic risk compared to their housed or other homeless peers. Only 12% of all students living in shelter scored proficient on their 3rd–8th grade math assessment, a rate roughly three times lower than housed students overall and two times lower than their classmates living doubled up (38% and 24%).

Changes in Citywide State Math Test Proficiency Rates
SY 2010–11 to SY 2015–16
- All Homeless
- In Shelter
- Doubled Up
- All Housed
- Overall Citywide

Note: SY 2012–13 was the first year that the 3rd–8th grade state assessments incorporated the Common Core. New York State first adopted the Common Core curriculum in 2010. Students were given unlimited time to complete their assessments starting in SY 2015–16.

“All homeless” includes all categories of homelessness.
In middle school, students experiencing homelessness scored proficient on their 3rd–8th grade math assessment at roughly half the rate of their housed peers (15% to 34%).

Homeless students living in shelter were more at risk academically than their housed or other homeless peers. Among middle schoolers, just 8% of students in shelter scored proficient in math, a rate four times lower than housed students overall (34%).

One in five (20%) doubled-up students in middle school scored proficient in math. This was 14 points lower than the proficiency rate for housed students overall in middle school (34%).

### 3rd–8th Grade State Math Test Proficiency Rates

Percent of Students who Scored Proficient on the State English Language Arts Test, SY 2015–16

**By Housing Status and Grade Level**

<table>
<thead>
<tr>
<th>Housing Status</th>
<th>Elementary School</th>
<th>Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Housed</td>
<td>41%</td>
<td>39%</td>
</tr>
<tr>
<td>All Homeless</td>
<td>23%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Note: “Other homeless” includes students who were awaiting foster care, paying for a hotel/motel outside of the shelter system, or living in another temporary and/or unsuitable housing situation.

In middle school, students experiencing homelessness scored proficient on their 3rd–8th grade math assessment at roughly half the rate of their housed peers (15% to 34%).

Homeless students living in shelter were more at risk academically than their housed or other homeless peers. Among middle schoolers, just 8% of students in shelter scored proficient in math, a rate four times lower than housed students overall (34%).

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### 3rd–8th Grade State Math Test Proficiency Rates

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<td>19%</td>
</tr>
</tbody>
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### 3rd–8th Grade State Math Test Proficiency Rates

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<td>19%</td>
</tr>
</tbody>
</table>

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Geographic Patterns of Math Proficiency

Math Grade-Level Proficiency Varies by Geography

Grade-Level Proficiency Among Homeless Students:
3rd–8th Grade State Math Test
SY 2015–16

10.5%–13.5%
13.6%–16.4%
16.5%–18.8%
18.9%–29.0%
29.1%–56.7%

Note: Data are by school district for SY 2015–16 and do not include schools in non-geographic districts.

Citywide, 36% of all students and 19% of homeless students scored proficient on their 3rd–8th grade math assessment.

By borough, just 18% of students living doubled up in the Bronx scored proficient on their 3rd–8th grade math assessment, while a high of 32% of students living doubled up in Queens scored proficient.

Students in shelter struggled more than their housed and homeless peers across virtually all districts in math, with just 6% scoring proficient in Staten Island to a high of 24% proficient in Flushing. (Districts 31 and 25)

In three of the districts with the highest rates of math proficiency for homeless students (29% to 57%), those living in shelter were left behind, scoring proficient at just one-half the rate of their housed and other homeless peers or less. (Districts 2, 20, and 25)
### 3–8th Grade State Math Test Proficiency Rate, SY 2015–16

<table>
<thead>
<tr>
<th>City/Borough/Select Neighborhoods (School District #)</th>
<th>All Students</th>
<th>Homeless, In Shelter</th>
<th>Homeless, Doubled Up</th>
<th>Housed, Free Lunch</th>
<th>Housed, No Free Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New York City</strong></td>
<td><strong>38.2%</strong></td>
<td>19.4%</td>
<td>11.7%</td>
<td>23.7%</td>
<td>31.9%</td>
</tr>
<tr>
<td><strong>Manhattan</strong></td>
<td></td>
<td>21.6%</td>
<td>13.1%</td>
<td>26.1%</td>
<td>29.2%</td>
</tr>
<tr>
<td>Lower East Side (1)</td>
<td></td>
<td>20.7%</td>
<td>15.2%</td>
<td>26.4%</td>
<td>29.2%</td>
</tr>
<tr>
<td>Financial District/Midtown/Upper East Side (2)</td>
<td></td>
<td>50.7%</td>
<td>20.5%</td>
<td>57.2%</td>
<td>53.7%</td>
</tr>
<tr>
<td>Upper West Side/Morningside Heights (3)</td>
<td></td>
<td>17.1%</td>
<td>9.6%</td>
<td>22.1%</td>
<td>25.8%</td>
</tr>
<tr>
<td>East Harlem (4)</td>
<td></td>
<td>18.0%</td>
<td>15.2%</td>
<td>20.3%</td>
<td>25.5%</td>
</tr>
<tr>
<td>Central Harlem/Manhattanville (5)</td>
<td></td>
<td>12.2%</td>
<td>11.0%</td>
<td>12.3%</td>
<td>16.0%</td>
</tr>
<tr>
<td>Hamilton/Washington Heights/Inwood (6)</td>
<td></td>
<td>18.4%</td>
<td>14.2%</td>
<td>19.4%</td>
<td>22.1%</td>
</tr>
<tr>
<td><strong>Bronx</strong></td>
<td></td>
<td>14.7%</td>
<td>10.1%</td>
<td>17.8%</td>
<td>20.8%</td>
</tr>
<tr>
<td>Mott Haven/Melrose (7)</td>
<td></td>
<td>11.8%</td>
<td>9.2%</td>
<td>14.1%</td>
<td>16.8%</td>
</tr>
<tr>
<td>Hunts Point/Longwood (8)</td>
<td></td>
<td>12.3%</td>
<td>9.0%</td>
<td>15.1%</td>
<td>22.6%</td>
</tr>
<tr>
<td>Highbridge/Concourse (9)</td>
<td></td>
<td>15.0%</td>
<td>12.7%</td>
<td>16.7%</td>
<td>19.2%</td>
</tr>
<tr>
<td>Riverdale/Bedford/Fordham/Belmont (10)</td>
<td></td>
<td>17.5%</td>
<td>10.6%</td>
<td>20.1%</td>
<td>22.4%</td>
</tr>
<tr>
<td>Williamsbridge/Baychester/Morris Park/Co-op City (11)</td>
<td></td>
<td>16.4%</td>
<td>7.8%</td>
<td>21.7%</td>
<td>25.0%</td>
</tr>
<tr>
<td>East Tremont (12)</td>
<td></td>
<td>10.5%</td>
<td>9.3%</td>
<td>11.6%</td>
<td>15.7%</td>
</tr>
<tr>
<td><strong>Brooklyn</strong></td>
<td></td>
<td>19.8%</td>
<td>13.3%</td>
<td>24.1%</td>
<td>34.3%</td>
</tr>
<tr>
<td>Brooklyn Heights/Fort Greene (13)</td>
<td></td>
<td>17.3%</td>
<td>14.1%</td>
<td>23.8%</td>
<td>20.8%</td>
</tr>
<tr>
<td>Williamsburg/Greenpoint (14)</td>
<td></td>
<td>16.3%</td>
<td>15.5%</td>
<td>15.5%</td>
<td>22.6%</td>
</tr>
<tr>
<td>Carroll Gardens/Park Slope/Sunset Park (15)</td>
<td></td>
<td>29.0%</td>
<td>19.6%</td>
<td>31.6%</td>
<td>37.9%</td>
</tr>
<tr>
<td>Bedford-Stuyvesant (16)</td>
<td></td>
<td>17.1%</td>
<td>19.0%</td>
<td>15.3%</td>
<td>21.6%</td>
</tr>
<tr>
<td>Crown Heights/Prospect Lefferts Gardens (17)</td>
<td></td>
<td>18.8%</td>
<td>13.4%</td>
<td>22.1%</td>
<td>28.2%</td>
</tr>
<tr>
<td>East Flatbush/Canarsie (18)</td>
<td></td>
<td>15.0%</td>
<td>13.3%</td>
<td>16.7%</td>
<td>22.2%</td>
</tr>
<tr>
<td>East New York/Starrett City (19)</td>
<td></td>
<td>12.8%</td>
<td>10.2%</td>
<td>15.4%</td>
<td>18.0%</td>
</tr>
<tr>
<td>Bay Ridge/Dyker Heights/Borough Park (20)</td>
<td></td>
<td>41.5%</td>
<td>15.9%</td>
<td>43.6%</td>
<td>52.9%</td>
</tr>
<tr>
<td>Coney Island/Gravesend/Ocean Parkway (21)</td>
<td></td>
<td>23.3%</td>
<td>16.9%</td>
<td>24.9%</td>
<td>44.5%</td>
</tr>
<tr>
<td>Flatbush/Flatlands/Sheepshead Bay (22)</td>
<td></td>
<td>20.8%</td>
<td>13.7%</td>
<td>22.6%</td>
<td>38.1%</td>
</tr>
<tr>
<td>Brownsville (23)</td>
<td></td>
<td>13.5%</td>
<td>12.3%</td>
<td>13.8%</td>
<td>15.8%</td>
</tr>
<tr>
<td>Bushwick (32)</td>
<td></td>
<td>13.2%</td>
<td>12.0%</td>
<td>14.4%</td>
<td>21.1%</td>
</tr>
<tr>
<td><strong>Queens</strong></td>
<td></td>
<td>27.5%</td>
<td>14.3%</td>
<td>31.7%</td>
<td>39.5%</td>
</tr>
<tr>
<td>Sunnyside/Ridgewood/Maspeth/Elmhurst/Corona (24)</td>
<td></td>
<td>27.6%</td>
<td>13.2%</td>
<td>30.0%</td>
<td>37.7%</td>
</tr>
<tr>
<td>Flushing/Whitestone (25)</td>
<td></td>
<td>46.6%</td>
<td>24.1%</td>
<td>49.4%</td>
<td>57.6%</td>
</tr>
<tr>
<td>Bayside/Little Neck/Fresh Meadows/Floral Park (26)</td>
<td></td>
<td>56.7%</td>
<td>-</td>
<td>57.1%</td>
<td>65.8%</td>
</tr>
<tr>
<td>Woodhaven/Ozone Park/Howard Beach (27)</td>
<td></td>
<td>21.3%</td>
<td>14.0%</td>
<td>25.4%</td>
<td>31.5%</td>
</tr>
<tr>
<td>Rego Park/Forest Hills/Briarwood (28)</td>
<td></td>
<td>22.1%</td>
<td>14.3%</td>
<td>25.2%</td>
<td>35.9%</td>
</tr>
<tr>
<td>Hollis/Queens Village (29)</td>
<td></td>
<td>21.4%</td>
<td>11.5%</td>
<td>25.9%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Astoria/Long Island City (30)</td>
<td></td>
<td>28.9%</td>
<td>20.2%</td>
<td>30.7%</td>
<td>39.3%</td>
</tr>
<tr>
<td><strong>Staten Island</strong></td>
<td></td>
<td>17.9%</td>
<td>5.5%</td>
<td>26.7%</td>
<td>29.4%</td>
</tr>
<tr>
<td>Staten Island (31)</td>
<td></td>
<td>18.3%</td>
<td>5.6%</td>
<td>27.0%</td>
<td>29.8%</td>
</tr>
<tr>
<td><strong>Citywide Special Education (75)</strong></td>
<td></td>
<td>2.8%</td>
<td>3.0%</td>
<td>2.7%</td>
<td>5.1%</td>
</tr>
<tr>
<td><strong>Citywide Alternative Schools &amp; Programs (79)</strong></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

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.
Proficiency rates for homeless students varied greatly by school. In 13 schools, no homeless students scored proficient on their 3rd-8th grade State math assessment, while at both P.S. 002 Meyer London in the Financial District and P.S. 69 Vincent D. Grippo School in Bay Ridge, 79% of homeless students scored proficient on their State math assessment. (Districts 2 and 20)

Low levels of academic proficiency disproportionately affect homeless students, but also some schools overall. Homeless students were far more likely to attend schools with low overall proficiency even when the proficiency rates of homeless students were not included in school-wide proficiency calculations.

See more schools at bit.ly/mapNYCHomelessStudents

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### Top 10 Schools for Lowest Homeless Student Math Proficiency Rate

#### SY 2015–16

<table>
<thead>
<tr>
<th>Rank</th>
<th>School Name</th>
<th>Select Neighborhoods (School District #)</th>
<th>Borough</th>
<th>Math Proficiency Rate, Homeless Students</th>
<th>Math Proficiency Rate, Housed Students</th>
<th>Number of Homeless Students</th>
<th>Total Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Knowledge and Power Preparatory Academy IV</td>
<td>Central Harlem/Manhattanville (5)</td>
<td>Manhattan</td>
<td>0.0%</td>
<td>1.0%</td>
<td>49</td>
<td>165</td>
</tr>
<tr>
<td>1</td>
<td>Eleanor Roosevelt Intermediate School (I.S. 143)</td>
<td>Hamilton/Washington Heights/Inwood (6)</td>
<td>Manhattan</td>
<td>0.0%</td>
<td>7.3%</td>
<td>47</td>
<td>367</td>
</tr>
<tr>
<td>1</td>
<td>Thomas C. Giordano Middle School (M.S. 45)</td>
<td>Riverdale/Bedford/Fordham/Belmont (10)</td>
<td>Bronx</td>
<td>0.0%</td>
<td>4.1%</td>
<td>118</td>
<td>756</td>
</tr>
<tr>
<td>1</td>
<td>East Fordham Academy for the Arts</td>
<td>Riverdale/Bedford/Fordham/Belmont (10)</td>
<td>Bronx</td>
<td>0.0%</td>
<td>2.7%</td>
<td>65</td>
<td>349</td>
</tr>
<tr>
<td>1</td>
<td>The Forward School</td>
<td>Williamsbridge/Morris Park/Co-op City (11)</td>
<td>Bronx</td>
<td>0.0%</td>
<td>6.1%</td>
<td>40</td>
<td>249</td>
</tr>
<tr>
<td>1</td>
<td>Pelham Gardens Middle School</td>
<td>Williamsbridge/Morris Park/Co-op City (11)</td>
<td>Bronx</td>
<td>0.0%</td>
<td>8.9%</td>
<td>37</td>
<td>484</td>
</tr>
<tr>
<td>1</td>
<td>P.S. 134 George F. Bristow</td>
<td>East Tremont (12)</td>
<td>Bronx</td>
<td>0.0%</td>
<td>14.3%</td>
<td>84</td>
<td>712</td>
</tr>
<tr>
<td>1</td>
<td>P.S. 308 Clara Cardwell</td>
<td>Bedford-Stuyvesant (16)</td>
<td>Brooklyn</td>
<td>0.0%</td>
<td>4.3%</td>
<td>71</td>
<td>358</td>
</tr>
<tr>
<td>1</td>
<td>P.S. 398 Walter Weaver</td>
<td>Crown Heights/Prospect Lefferts Gardens (17)</td>
<td>Brooklyn</td>
<td>0.0%</td>
<td>16.2%</td>
<td>137</td>
<td>390</td>
</tr>
<tr>
<td>1</td>
<td>P.S. 272 Curtis Estabrook</td>
<td>East Flatbush/Canarsie (18)</td>
<td>Brooklyn</td>
<td>0.0%</td>
<td>10.4%</td>
<td>131</td>
<td>521</td>
</tr>
<tr>
<td>1</td>
<td>P.S. 273 Wortman</td>
<td>East New York/Starrett City (19)</td>
<td>Brooklyn</td>
<td>0.0%</td>
<td>13.7%</td>
<td>72</td>
<td>370</td>
</tr>
<tr>
<td>1</td>
<td>P.S. 165 Ida R. Posner</td>
<td>Brownsville (23)</td>
<td>Brooklyn</td>
<td>0.0%</td>
<td>8.5%</td>
<td>79</td>
<td>426</td>
</tr>
<tr>
<td>1</td>
<td>P.S. 183 Dr. Richard R. Green</td>
<td>Woodhaven/Ozone Park/Howard Beach (27)</td>
<td>Queens</td>
<td>0.0%</td>
<td>7.3%</td>
<td>62</td>
<td>618</td>
</tr>
</tbody>
</table>

Note: Data are by school district for SY 2015–16 and do not include schools in non-geographic districts. At 13 schools where the proficiency rate for homeless students could be calculated, no homeless students scored proficient.
At the school level, proficiency rates were similar for housed and homeless students: among the top ten schools for highest math proficiency rate of homeless students, the proficiency rate for housed students exceeded the overall citywide average. In a similar pattern, in most of the 13 schools where no homeless students scored proficient, the housed student rate was 10% or less.

See more schools at bit.ly/mapNYCHomelessStudents

### Top 10 Schools with Highest Homeless Student Math Proficiency Rate, SY 2015–16

<table>
<thead>
<tr>
<th>Rank</th>
<th>School Name</th>
<th>Select Neighborhoods (School District #)</th>
<th>Borough</th>
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<th>Math Proficiency Rate, Housed Students</th>
<th>Number of Homeless Students</th>
<th>Total Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>P.S. 002 Meyer London</td>
<td>Financial District/Midtown/Upper East Side (2)</td>
<td>Manhattan</td>
<td>79.5%</td>
<td>67.4%</td>
<td>209</td>
<td>701</td>
</tr>
<tr>
<td>2</td>
<td>P.S. 69 Vincent D. Grippo School</td>
<td>Bayridge/Dyker Heights/Borough Park (20)</td>
<td>Brooklyn</td>
<td>79.3%</td>
<td>69.5%</td>
<td>146</td>
<td>876</td>
</tr>
<tr>
<td>3</td>
<td>The School for Future Leaders</td>
<td>Bayridge/Dyker Heights/Borough Park (20)</td>
<td>Brooklyn</td>
<td>72.6%</td>
<td>75.9%</td>
<td>150</td>
<td>461</td>
</tr>
<tr>
<td>4</td>
<td>I.S. 025 Adrien Block</td>
<td>Flushing/Whitestone (25)</td>
<td>Queens</td>
<td>68.4%</td>
<td>55.6%</td>
<td>39</td>
<td>889</td>
</tr>
<tr>
<td>5</td>
<td>P.S. 126 Jacob August Riis</td>
<td>Financial District/Midtown/Upper East Side (2)</td>
<td>Manhattan</td>
<td>65.5%</td>
<td>61.6%</td>
<td>183</td>
<td>772</td>
</tr>
<tr>
<td>6</td>
<td>P.S. 241 Emma L. Johnston</td>
<td>Crown Heights/Prospect Lefferts Gardens (17)</td>
<td>Brooklyn</td>
<td>64.3%</td>
<td>52.4%</td>
<td>123</td>
<td>572</td>
</tr>
<tr>
<td>7</td>
<td>P.S. 129 Patricia Larkin</td>
<td>Flushing/Whitestone (25)</td>
<td>Queens</td>
<td>63.9%</td>
<td>64.0%</td>
<td>90</td>
<td>1,174</td>
</tr>
<tr>
<td>8</td>
<td>P.S. 249 The Caton</td>
<td>Crown Heights/Prospect Lefferts Gardens (17)</td>
<td>Brooklyn</td>
<td>63.2%</td>
<td>71.2%</td>
<td>111</td>
<td>893</td>
</tr>
<tr>
<td>9</td>
<td>P.S. 131 Abigail Adams</td>
<td>Hollis/Queens Village (29)</td>
<td>Queens</td>
<td>62.2%</td>
<td>64.8%</td>
<td>98</td>
<td>859</td>
</tr>
<tr>
<td>10</td>
<td>J.H.S. 189 Daniel Carter Beard</td>
<td>Flushing/Whitestone (25)</td>
<td>Queens</td>
<td>60.5%</td>
<td>46.3%</td>
<td>45</td>
<td>710</td>
</tr>
</tbody>
</table>

Note: Data are by school district for SY 2015–16 and do not include schools in non-geographic districts. At 13 schools where the proficiency rate for homeless students could be calculated, no homeless students scored proficient.