

“

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

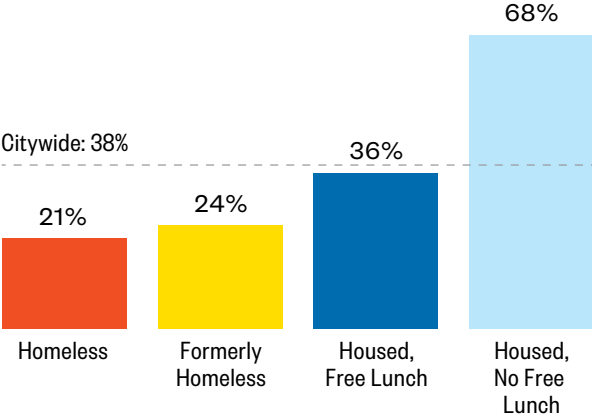
One in five homeless students scored proficient in ELA (21%) compared to roughly a third of low-income housed students (36%) and two-thirds of non-low-income housed students (68%).

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.**

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

SY 2015–16



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.

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.

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

SY 2015–16

- ELA Performance Level 1
- ELA Performance Level 2
- ELA Performance Level 3
- ELA Performance Level 4

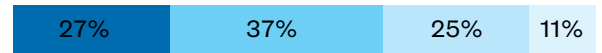
#### Homeless



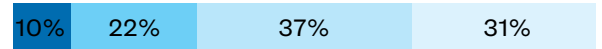
#### Formerly Homeless



#### Housed, Free Lunch



#### Housed, No Free Lunch



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.

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).

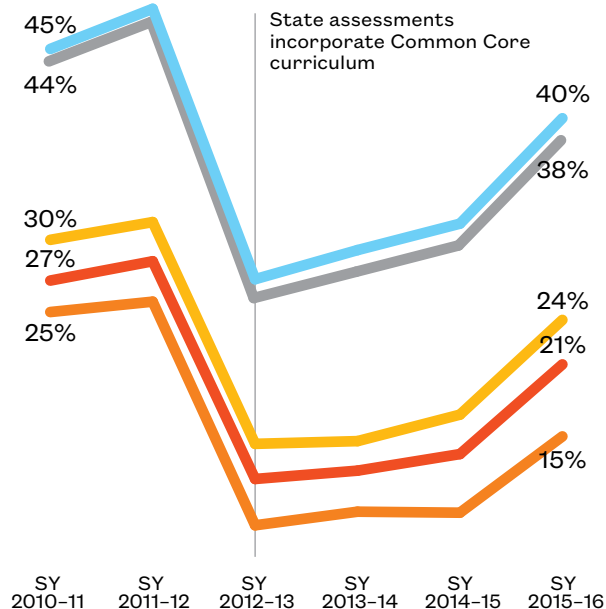
Homeless students living in shelter faced the greatest academic risk compared to their housed or other homeless peers. Only 15% of all students in shelter scored proficient on their 3rd–8th grade ELA assessment, roughly one-third the rate of housed students overall and two-thirds the rate of their classmates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

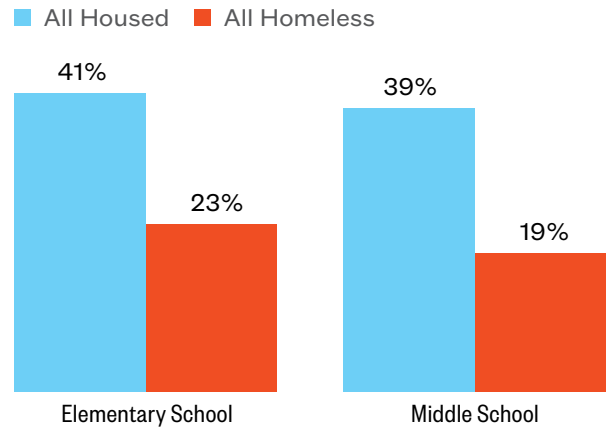
By middle school, the proficiency gap between homeless and housed students widened, with housed students scoring proficient at over twice the rate of homeless students. This pattern likely reflects the lingering destabilizing effects of homelessness on children’s education.

**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.**

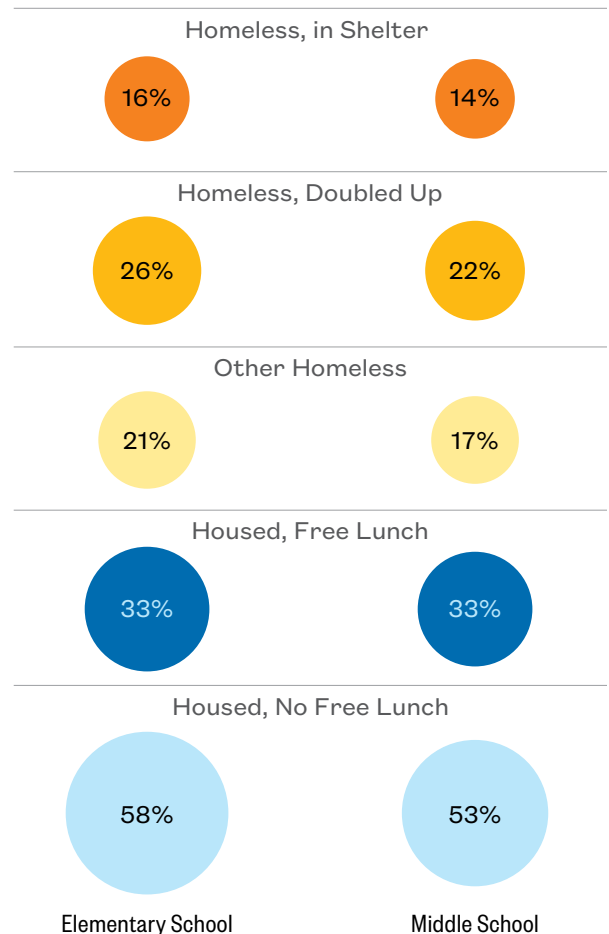
### 3rd–8th Grade State English Language Arts Test Proficiency Rates

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

#### By Housing Status and Grade Level



#### By Where Students Sleep and Grade Level



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

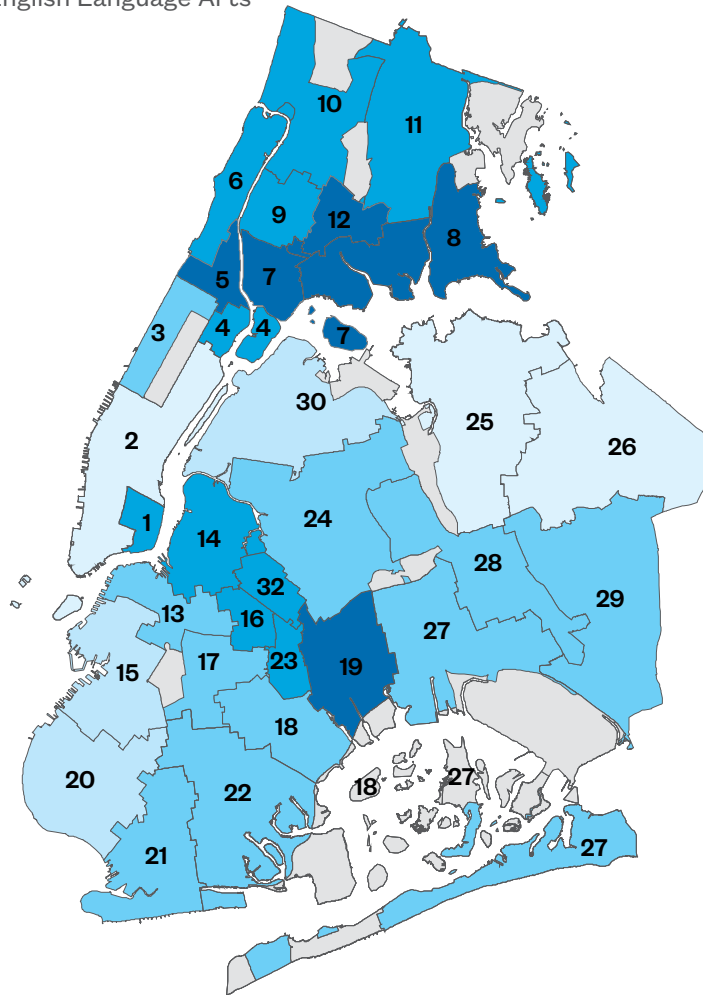
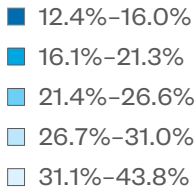
## English Language Arts Grade-Level Proficiency Varies by Geography

Grade-Level Proficiency Among Homeless Students:

3rd–8th Grade State English Language Arts

(ELA) Test

SY 2015–16



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

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

City/Borough/ Select Neighborhoods (School District #)	All Students	All Homeless	Homeless, In Shelter	Homeless, Doubled Up	Housed, Free Lunch	Housed, No Free Lunch
<b>New York City</b>	<b>38.2%</b>	<b>21.0%</b>	<b>15.5%</b>	<b>24.3%</b>	<b>32.9%</b>	<b>55.6%</b>
<b>Manhattan</b>		<b>22.0%</b>	<b>16.4%</b>	<b>24.8%</b>	<b>31.0%</b>	<b>70.3%</b>
Lower East Side (1)		18.9%	14.5%	22.7%	32.4%	67.6%
Financial District/Midtown/Upper East Side (2)		37.7%	25.4%	39.7%	49.1%	78.3%
Upper West Side/Morningside Heights (3)		23.8%	17.1%	28.0%	31.8%	76.7%
East Harlem (4)		21.2%	18.5%	23.2%	28.8%	47.6%
Central Harlem/Manhattanville (5)		15.8%	15.1%	16.3%	20.9%	38.3%
Hamilton/Washington Heights/Inwood (6)		20.0%	16.5%	20.7%	24.7%	42.6%
<b>Bronx</b>		<b>17.2%</b>	<b>13.4%</b>	<b>19.9%</b>	<b>23.3%</b>	<b>33.5%</b>
Mott Haven/Melrose (7)		16.0%	13.4%	18.5%	20.1%	23.1%
Hunts Point/Longwood (8)		16.0%	12.1%	19.1%	25.6%	35.9%
Highbridge/Concourse (9)		17.6%	16.2%	18.7%	21.5%	24.1%
Riverdale/Bedford/Fordham/Belmont (10)		19.5%	13.5%	22.0%	24.7%	38.2%
Williamsbridge/Baychester/Morris Park/Co-op City (11)		19.2%	12.2%	23.3%	28.2%	36.2%
East Tremont (12)		12.4%	12.6%	12.2%	17.0%	20.1%
<b>Brooklyn</b>		<b>22.3%</b>	<b>17.1%</b>	<b>26.1%</b>	<b>34.3%</b>	<b>55.4%</b>
Brooklyn Heights/Fort Greene (13)		23.4%	21.4%	29.3%	26.3%	61.0%
Williamsburg/Greenpoint (14)		21.3%	17.3%	22.9%	26.6%	47.9%
Carroll Gardens/Park Slope/Sunset Park (15)		31.0%	33.3%	31.1%	33.7%	72.2%
Bedford-Stuyvesant (16)		19.3%	19.0%	20.3%	25.9%	35.0%
Crown Heights/Prospect Lefferts Gardens (17)		22.8%	16.0%	28.2%	30.1%	36.1%
East Flatbush/Canarsie (18)		22.5%	18.4%	26.8%	30.4%	37.3%
East New York/Starrett City (19)		15.4%	12.7%	18.5%	23.4%	31.4%
Bay Ridge/Dyker Heights/Borough Park (20)		31.0%	16.2%	32.4%	44.7%	61.2%
Coney Island/Gravesend/Ocean Parkway (21)		24.7%	25.4%	24.7%	42.6%	62.2%
Flatbush/Flatlands/Sheepshead Bay (22)		25.8%	17.9%	27.8%	40.2%	57.5%
Brownsville (23)		17.7%	16.9%	17.1%	19.7%	23.6%
Bushwick (32)		19.9%	18.6%	22.1%	27.1%	34.6%
<b>Queens</b>		<b>26.5%</b>	<b>18.8%</b>	<b>29.2%</b>	<b>39.5%</b>	<b>55.2%</b>
Sunnyside/Ridgewood/Maspeth/Elmhurst/Corona (24)		26.6%	16.1%	28.7%	36.1%	50.7%
Flushing/Whitestone (25)		35.1%	40.7%	34.5%	49.4%	61.1%
Bayside/Little Neck/Fresh Meadows/Floral Park (26)		43.8%	53.8%	42.7%	59.3%	72.9%
Woodhaven/Ozone Park/Howard Beach (27)		22.3%	18.2%	24.6%	35.5%	48.7%
Rego Park/Forest Hills/Briarwood (28)		24.6%	16.7%	28.2%	37.2%	55.7%
Hollis/Queens Village (29)		25.4%	19.7%	28.8%	32.5%	39.9%
Astoria/Long Island City (30)		27.0%	19.8%	28.3%	40.3%	56.3%
<b>Staten Island</b>		<b>20.2%</b>	<b>12.6%</b>	<b>26.6%</b>	<b>33.5%</b>	<b>58.6%</b>
Staten Island (31)		20.6%	13.0%	27.0%	34.0%	58.9%
<b>Citywide Special Education (75)</b>		<b>1.7%</b>	<b>1.2%</b>	<b>2.6%</b>	<b>3.2%</b>	<b>8.4%</b>
<b>Citywide Alternative Schools &amp; Programs (79)</b>		<b>7.9%</b>	<b>3.3%</b>	<b>33.3%</b>	<b>3.9%</b>	<b>4.3%</b>

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.

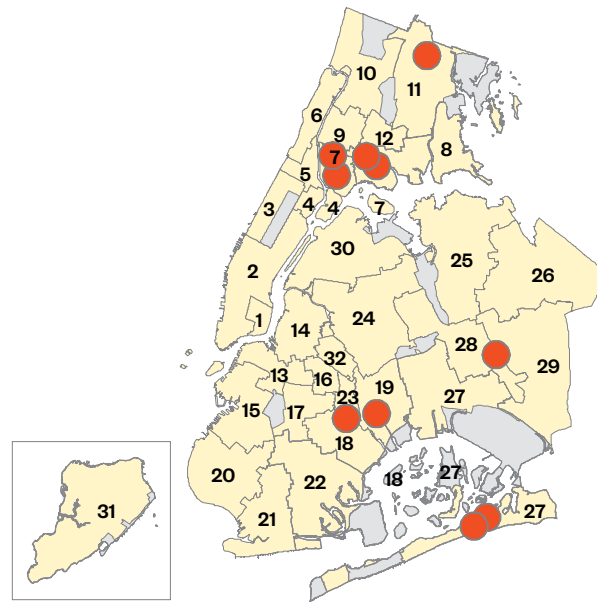


By school, ELA proficiency rates for homeless students ranged from 0% in two schools—**P.S. 165 Ida Posner** in **Brownsville** and **P.S. 112 Bronxwood** in **Williamsbridge**—to 66% in **P.S. 241 Emma L. Johnston** in **Crown Heights, Brooklyn**. (Districts 23, 11, and 17 respectively)

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

SY 2015–16

See more schools at [bit.ly/mapNYCHomelessStudents](http://bit.ly/mapNYCHomelessStudents)



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

Rank	School Name	Select Neighborhoods (School District #)	Borough	ELA Proficiency Rate, Homeless Students	ELA Proficiency Rate, Housed Students	Number of Homeless Students	Total Number of Students
1	P.S. 165 Ida Posner	Brownsville (23)	Brooklyn	0.0%	13.4%	33	220
1	P.S. 112 Bronxwood	Williamsbridge/Morris Park/Co-op City (11)	Bronx	0.0%	10.2%	35	172
3	Entrada Academy	East Tremont (12)	Bronx	2.0%	5.6%	50	227
4	P.S./M.S. 042 Robert Vernam	Woodhaven/Ozone Park/Howard Beach (27)	Queens	2.4%	11.7%	42	418
5	J.H.S. 151 Lou Gehrig Academy	Mott Haven/Melrose (7)	Bronx	2.5%	12.8%	40	243
6	P.S./I.S. 224	Mott Haven/Melrose (7)	Bronx	2.7%	13.9%	73	339
7	J.H.S. 008 Richard S. Grossley	Rego Park/Forest Hills/Briarwood (28)	Queens	2.9%	12.4%	34	333
8	Van Sieten Community Middle School	East New York/Starrett City (19)	Brooklyn	3.1%	5.3%	32	294
9	P.S. 183 Dr. Richard R. Green	Woodhaven/Ozone Park/Howard Beach (27)	Queens	3.1%	14.6%	32	367
10	The Hunts Point School	Hunts Point/Longwood (8)	Bronx	3.5%	6.9%	85	288

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

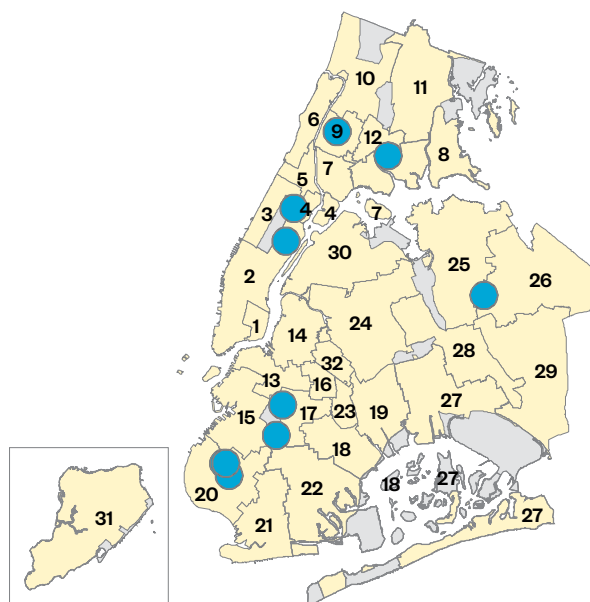
At **P.S. 241 Emma L. Johnston** in Brooklyn's **Crown Heights** and **The School for Inquiry and Social Justice** in **Hunts Point** in the Bronx, homeless students were proficient in ELA at much higher rates than their classmates who were housed—24 points higher and 14 points higher respectively. (Districts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

## Top 10 Schools for Highest Homeless Student ELA Proficiency Rate

SY 2015–16

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](http://bit.ly//mapNYCHomelessStudents)



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

Rank	School Name	Select Neighborhoods (School District #)	Borough	ELA Proficiency Rate, Homeless Students	ELA Proficiency Rate, Housed Students	Number of Homeless Students	Total Number of Students
1	P.S. 241 Emma L. Johnston	Crown Heights/Prospect Lefferts Gardens (17)	Brooklyn	65.9%	42.4%	41	266
2	The School For Future Leaders	Bay Ridge/Dyker Heights/Borough Park (20)	Brooklyn	57.9%	57.2%	57	230
3	P.S. 171 Patrick Henry	East Harlem (4)	Manhattan	53.8%	57.6%	39	494
4	The Walton Avenue School	Highbridge/Concourse (9)	Bronx	52.5%	49.5%	40	149
5	P.S. 249 The Caton	Crown Heights/Prospect Lefferts Gardens (17)	Brooklyn	51.4%	57.1%	35	385
6	J.H.S. 216 George J. Ryan	Bayside/Little Neck/Fresh Meadows/Floral Park (26)	Queens	51.3%	65.3%	80	1,380
10	J.H.S. 167 Robert F. Wagner	Financial District/Midtown/Upper East Side (2)	Manhattan	50.0%	66.5%	44	1,304
10	The School for Inquiry and Social Justice	Hunts Point/Longwood (8)	Bronx	50.0%	36.3%	30	452
10	P.S. 69 Vincent D. Grippo School	Bay Ridge/Dyker Heights/Borough Park (20)	Brooklyn	50.0%	50.5%	82	446
10	P.S. 176 Ovington	Bay Ridge/Dyker Heights/Borough Park (20)	Brooklyn	50.0%	58.8%	74	766

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

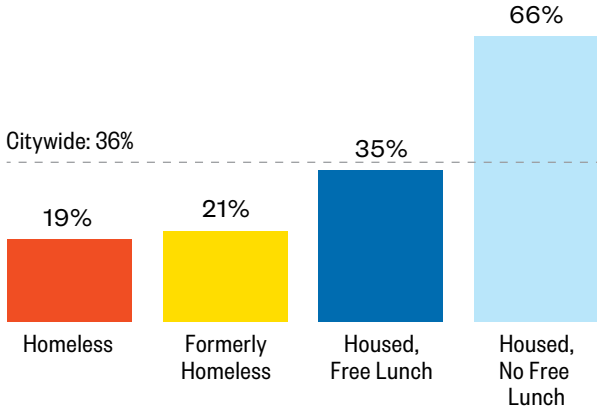
# Math Achievement Among Homeless Students

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).

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

SY 2015–16



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.

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.**

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

SY 2015–16

- Math Performance Level 1
- Math Performance Level 2
- Math Performance Level 3
- Math Performance Level 4

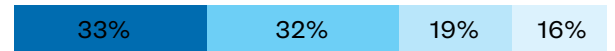
### Homeless



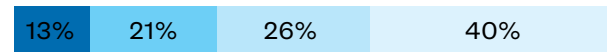
### Formerly Homeless



### Housed, Free Lunch



### Housed, No Free Lunch



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.

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%.

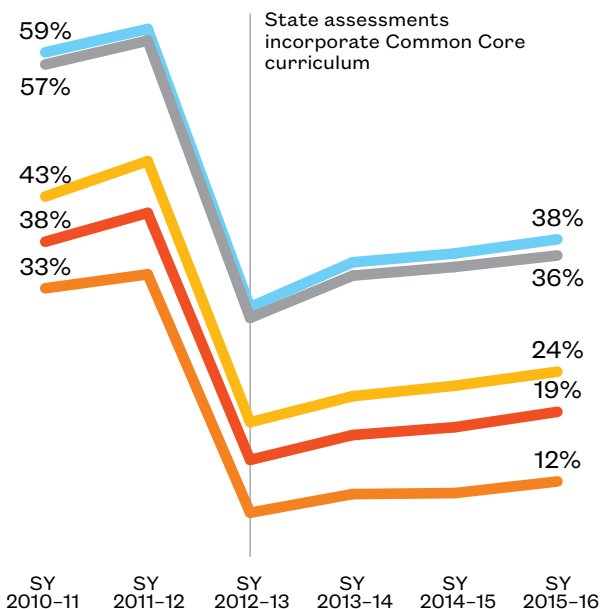
Amidst these policy and curricula changes, achievement gaps by housing status persisted. Homeless students scored proficient at roughly half the rate of housed students overall (19% to 38% in SY 2015–16).

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%).

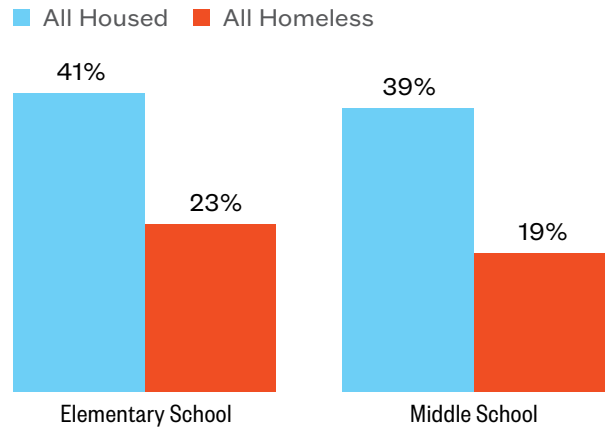
Homeless students living in shelter were more at risk academically than their housed or other homeless peers. Among middle schoolers, just 8% of students in shelter scored proficient in math, a rate four times lower than housed students overall (34%).

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%).

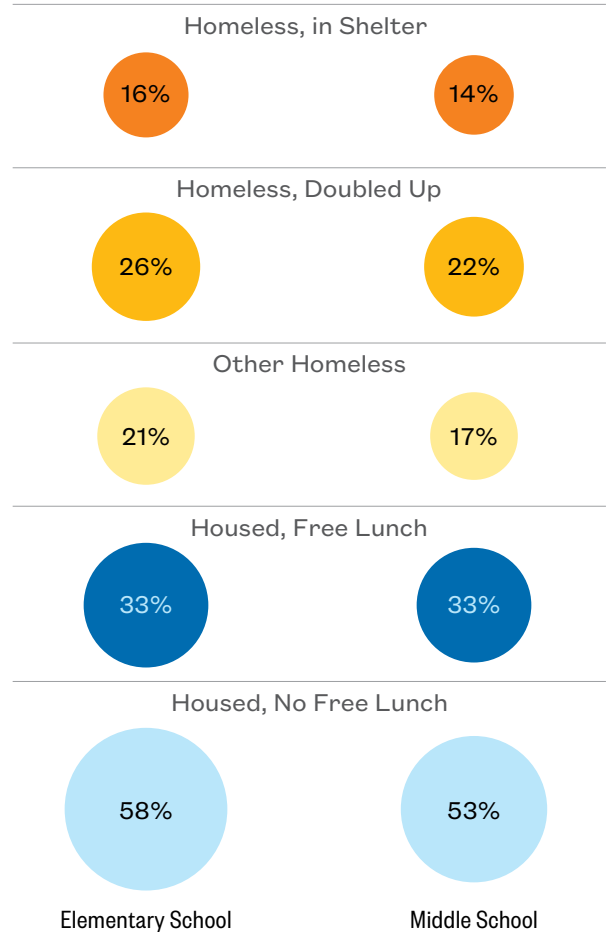
### 3rd–8th Grade State Math Test Proficiency Rates

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

#### By Housing Status and Grade Level



#### By Where Students Sleep and Grade Level



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 Math Proficiency

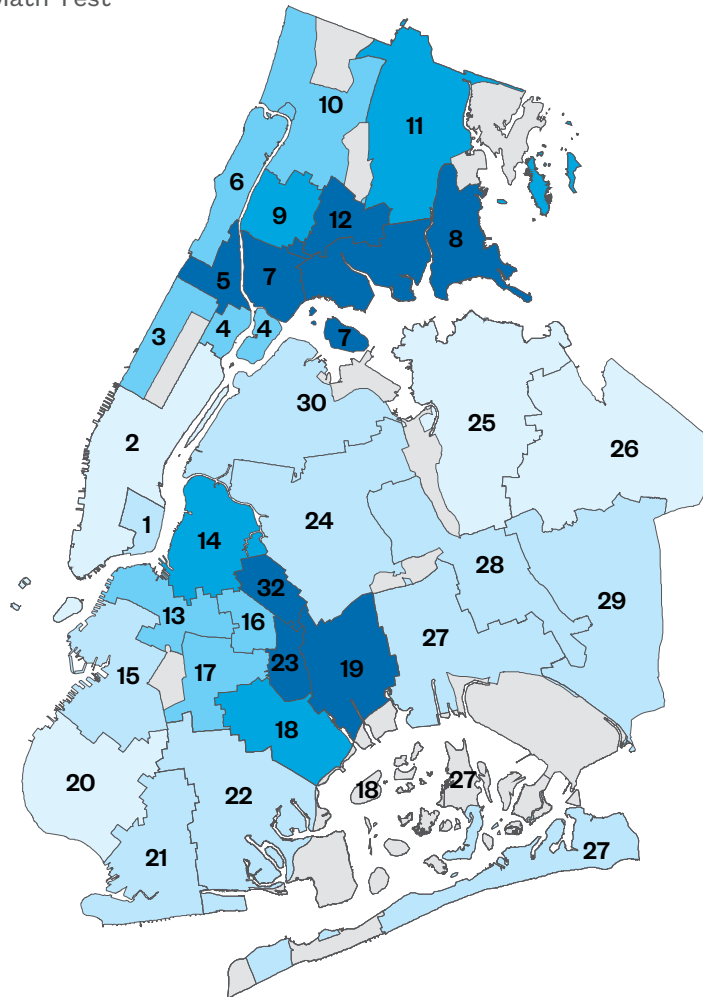
## Math Grade-Level Proficiency Varies by Geography

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

City/Borough/ Select Neighborhoods (School District #)	All Students	All Homeless	Homeless, In Shelter	Homeless, Doubled Up	Housed, Free Lunch	Housed, No Free Lunch
<b>New York City</b>	<b>38.2%</b>	<b>19.4%</b>	<b>11.7%</b>	<b>23.7%</b>	<b>31.9%</b>	<b>53.3%</b>
<b>Manhattan</b>		<b>21.6%</b>	<b>13.1%</b>	<b>26.1%</b>	<b>29.2%</b>	<b>68.7%</b>
Lower East Side (1)		20.7%	15.2%	26.4%	33.5%	67.6%
Financial District/Midtown/Upper East Side (2)		50.7%	20.5%	57.2%	53.7%	78.6%
Upper West Side/Morningside Heights (3)		17.1%	9.6%	22.1%	25.8%	73.8%
East Harlem (4)		18.0%	15.2%	20.3%	25.5%	42.9%
Central Harlem/Manhattanville (5)		12.2%	11.0%	12.3%	16.0%	29.9%
Hamilton/Washington Heights/Inwood (6)		18.4%	14.2%	19.4%	22.1%	38.4%
<b>Bronx</b>		<b>14.7%</b>	<b>10.1%</b>	<b>17.8%</b>	<b>20.8%</b>	<b>30.6%</b>
Mott Haven/Melrose (7)		11.9%	9.2%	14.1%	16.8%	16.1%
Hunts Point/Longwood (8)		12.3%	9.0%	15.1%	22.6%	31.2%
Highbridge/Concourse (9)		15.0%	12.7%	16.7%	19.2%	19.9%
Riverdale/Bedford/Fordham/Belmont (10)		17.5%	10.6%	20.1%	22.4%	37.3%
Williamsbridge/Baychester/Morris Park/Co-op City (11)		16.4%	7.8%	21.7%	25.0%	33.7%
East Tremont (12)		10.5%	9.3%	11.6%	15.7%	16.5%
<b>Brooklyn</b>		<b>19.8%</b>	<b>13.3%</b>	<b>24.1%</b>	<b>34.3%</b>	<b>53.3%</b>
Brooklyn Heights/Fort Greene (13)		17.3%	14.1%	23.8%	20.8%	53.1%
Williamsburg/Greenpoint (14)		16.3%	15.5%	15.5%	22.6%	42.9%
Carroll Gardens/Park Slope/Sunset Park (15)		29.0%	19.6%	31.6%	37.9%	69.9%
Bedford-Stuyvesant (16)		17.1%	19.0%	15.3%	21.6%	29.2%
Crown Heights/Prospect Lefferts Gardens (17)		18.8%	13.4%	22.1%	28.2%	30.4%
East Flatbush/Canarsie (18)		15.0%	13.3%	16.7%	22.2%	29.2%
East New York/Starrett City (19)		12.8%	10.2%	15.4%	18.0%	25.5%
Bay Ridge/Dyker Heights/Borough Park (20)		41.5%	15.9%	43.6%	52.9%	65.2%
Coney Island/Gravesend/Ocean Parkway (21)		23.3%	16.9%	24.9%	44.5%	61.6%
Flatbush/Flatlands/Sheepshead Bay (22)		20.8%	13.7%	22.6%	38.1%	55.8%
Brownsville (23)		13.5%	12.3%	13.8%	15.8%	18.4%
Bushwick (32)		13.2%	12.0%	14.4%	21.1%	21.3%
<b>Queens</b>		<b>27.5%</b>	<b>14.3%</b>	<b>31.7%</b>	<b>39.5%</b>	<b>53.7%</b>
Sunnyside/Ridgewood/Maspeth/Elmhurst/Corona (24)		27.6%	13.2%	30.0%	37.7%	49.8%
Flushing/Whitestone (25)		46.6%	24.1%	49.4%	57.6%	63.7%
Bayside/Little Neck/Fresh Meadows/Floral Park (26)		56.7%	-	57.1%	65.8%	76.3%
Woodhaven/Ozone Park/Howard Beach (27)		21.3%	14.0%	25.4%	31.5%	43.3%
Rego Park/Forest Hills/Briarwood (28)		22.1%	14.3%	25.2%	35.9%	55.1%
Hollis/Queens Village (29)		21.4%	11.5%	25.9%	25.0%	30.7%
Astoria/Long Island City (30)		28.9%	20.2%	30.7%	39.3%	54.2%
<b>Staten Island</b>		<b>17.9%</b>	<b>5.5%</b>	<b>26.7%</b>	<b>29.4%</b>	<b>54.6%</b>
Staten Island (31)		18.3%	5.6%	27.0%	29.8%	54.9%
<b>Citywide Special Education (75)</b>		<b>2.8%</b>	<b>3.0%</b>	<b>2.7%</b>	<b>5.1%</b>	<b>10.7%</b>
<b>Citywide Alternative Schools &amp; Programs (79)</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>0.6%</b>	<b>-</b>

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.



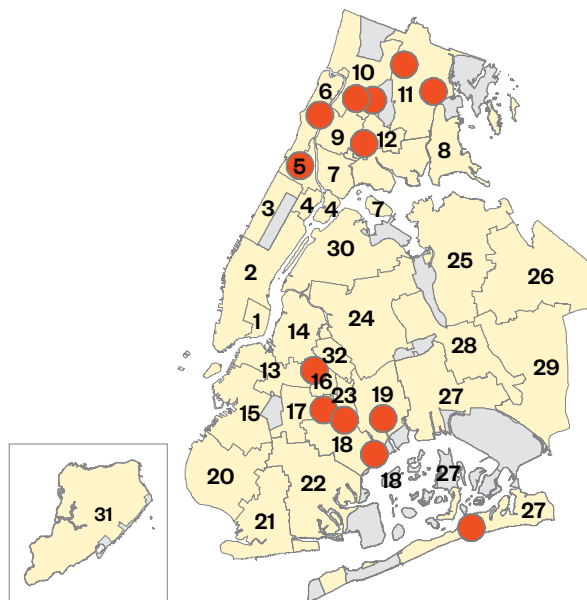
Proficiency rates for homeless students varied greatly by school. In 13 schools, no homeless students scored proficient on their 3rd-8th grade State math assessment, while at both **P.S. 002 Meyer London** in the **Financial District** and **P.S. 69 Vincent D. Grippo School** in **Bay Ridge**, 79% of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

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

SY 2015-16



### Top 10 Schools with Lowest Homeless Student Math Proficiency Rate, SY 2015-16

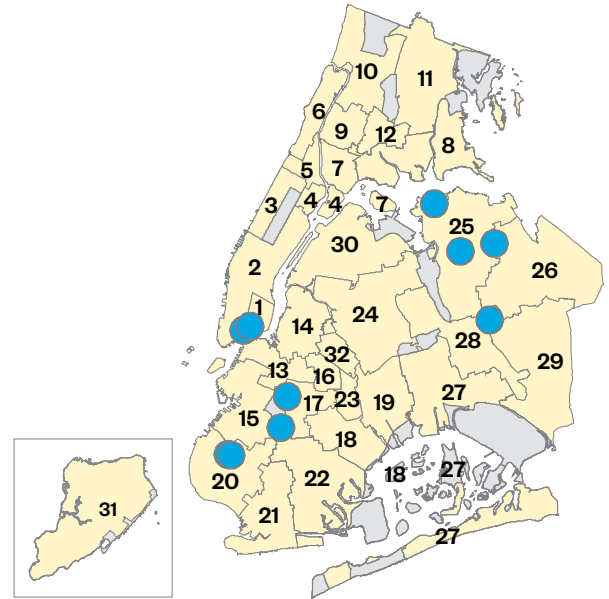
Rank	School Name	Select Neighborhoods (School District #)	Borough	Math Proficiency Rate, Homeless Students	Math Proficiency Rate, Housed Students	Number of Homeless Students	Total Number of Students
1	Knowledge and Power Preparatory Academy IV	Central Harlem/Manhattanville (5)	Manhattan	0.0%	1.0%	49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

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.

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

SY 2015–16



See more schools at [bit.ly/mapNYCHomelessStudents](http://bit.ly/mapNYCHomelessStudents)

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

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

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.