



Advocates for Children of New York

Protecting every child's right to learn

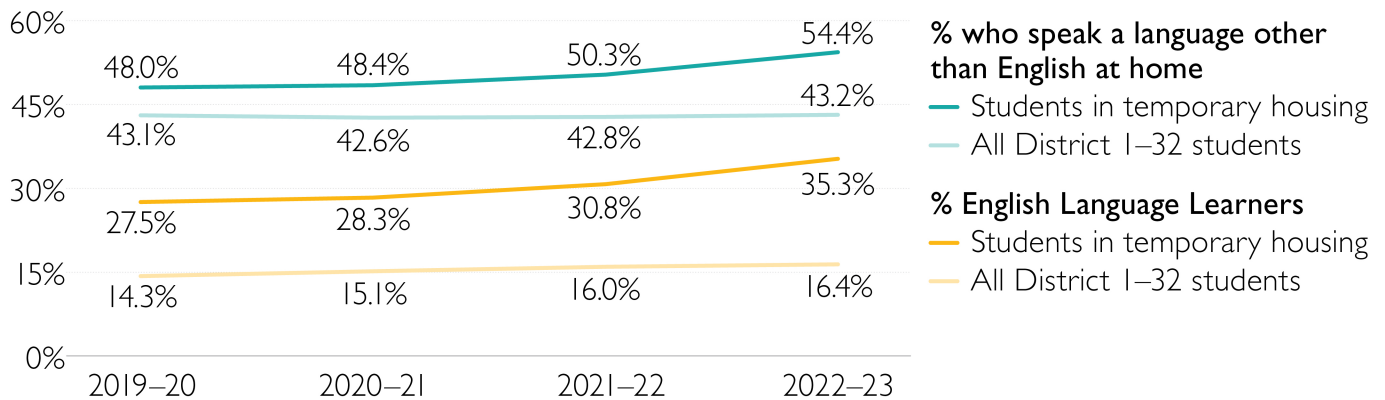
EDUCATIONAL INDICATORS FOR STUDENTS EXPERIENCING HOMELESSNESS, 2022–23

This brief summarizes data on a subset of the more than 119,000 New York City students who were identified as homeless during the 2022–23 school year.*

STUDENT DEMOGRAPHICS

Homelessness disproportionately impacts children of color in New York City: in 2022–23, **86% of all students in temporary housing and 94% of those in shelter were Black or Hispanic**, as compared to 59% of permanently housed students.

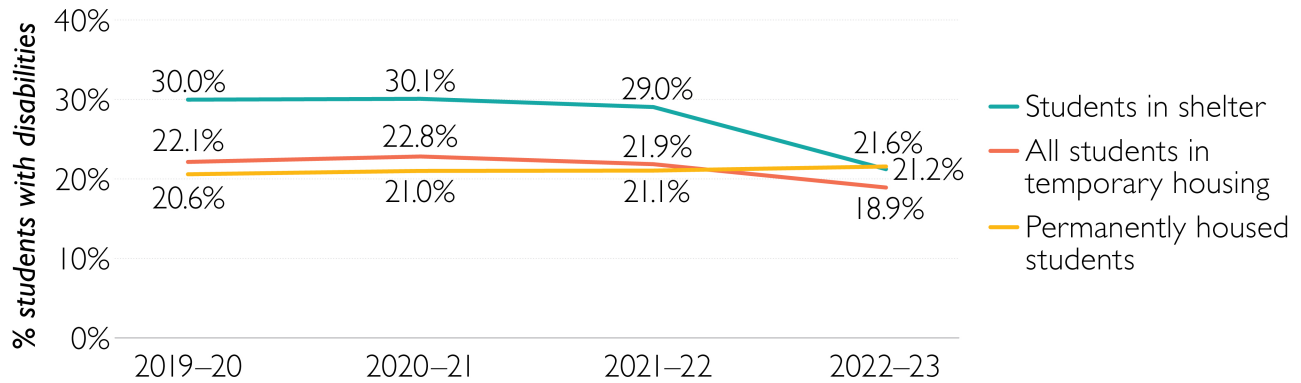
Over half of students who were homeless in 2022–23 (54%) spoke a language other than English with their family, and **more than one in three (35%) was an English Language Learner (ELL)**.[†] While both of these numbers represent an increase of more than four percentage points, relative to the prior year, multilingual students and ELLs have typically comprised a larger proportion of the population of students in temporary housing than they do overall enrollment. In fall 2019, for example, students who were homeless were identified as ELLs at nearly twice the Citywide rate.



* The federal [McKinney-Vento Act](#) defines students experiencing homelessness as those who lack a nighttime residence that is fixed, adequate, and regular, and includes students living in shelters and students living in temporary doubled-up situations; the terms “students experiencing homelessness” and “students in temporary housing” are used interchangeably. Except where noted otherwise, all data in this brief were obtained from New York City Public Schools (NYCPS) by Advocates for Children of New York and include 105,900 students identified as homeless during the 2022–23 school year, of whom 37% (more than 38,800 children) spent time living in City shelters. Students attending charter schools are not included.

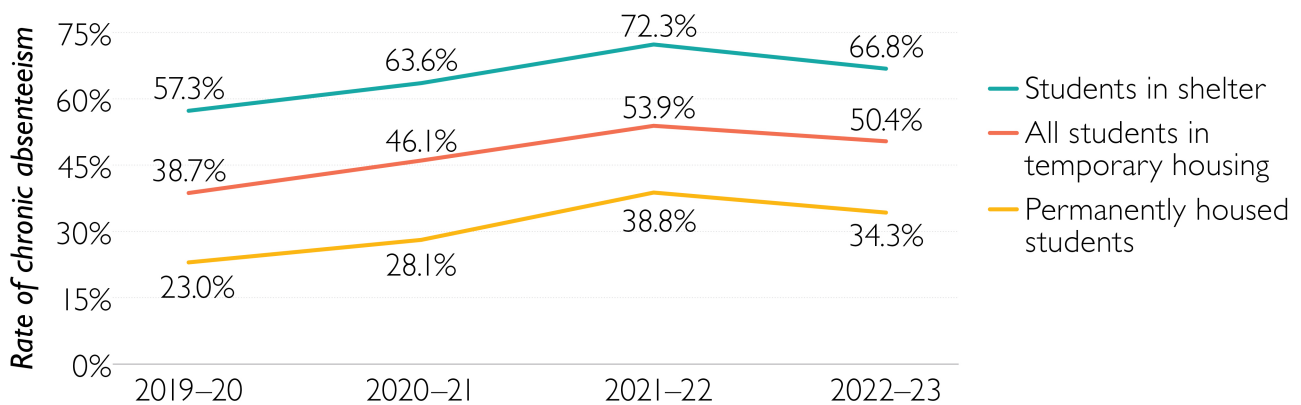
[†] Data on home language and ELL status come from the [Local Law 59 diversity reports](#) and include more than 75,000 K–12 students in temporary housing who were enrolled in District 1–32 schools on October 31, 2022. Given the nature of public data reporting, the comparison group for this indicator is overall enrollment (i.e., it includes students with *and* without permanent housing); for all other sections of this brief, permanently housed students alone serve as the reference point.

Students in temporary housing were classified as students with disabilities at a slightly lower rate than their permanently housed peers in 2022–23: 19% of all students in temporary housing and 21% of those in shelter had Individualized Education Programs (IEPs), compared to 22% of students in permanent housing. This represents a reversal of the pattern seen in previous school years, when students experiencing homelessness—and particularly those living in shelter—were classified as having disabilities at *higher* rates than their peers.



CHRONIC ABSENTEEISM

As in prior school years, students experiencing homelessness—and *especially* those living in shelter—were absent from school with alarming frequency. In 2022–23, **half of all students in temporary housing and 67% of students in shelter were chronically absent**, meaning they missed at least one out of every ten school days. While rates of chronic absenteeism have fallen from the historic highs seen in 2021–22, students who are homeless continue to struggle with attendance at far higher rates than students who are permanently housed, 34% of whom were chronically absent in 2022–23.



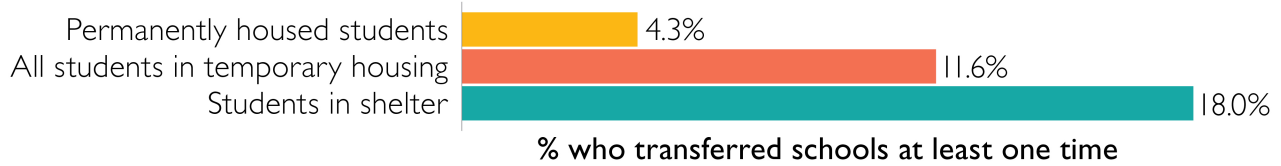
EXCLUSIONARY DISCIPLINE

As in prior school years, students who were homeless were disproportionately subject to exclusionary discipline in 2022–23: **about one in every 32 students in shelter was suspended from school, compared to one in 49 permanently housed students.**



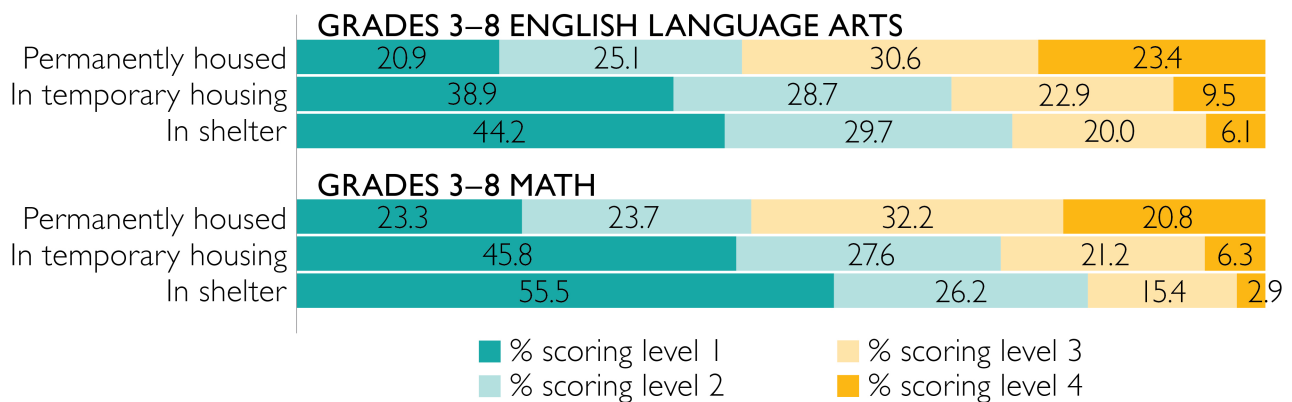
SCHOOL TRANSFERS

Students experiencing homelessness are less likely than their permanently housed peers to maintain school stability. **Roughly one in every nine students in temporary housing—and more than one in six students living in shelter—transferred schools at least once** during the 2022–23 school year. By comparison, only about one in 23 permanently housed students changed schools mid-year.



READING & MATH PROFICIENCY

Only 26% of students in shelter in grades 3–8 scored proficient (level 3 or 4) on the 2023 New York State English Language Arts (ELA) exam, while just 18% were proficient in math. Moreover, students living in shelter received the lowest score (level 1) on each of the state exams at more than double the rate of permanently housed students (44% versus 21% in ELA and 55% versus 23% in math), suggesting that they are performing *significantly* below grade level in both subjects—not falling just below the benchmark for passing.



HIGH SCHOOL OUTCOMES

In 2023, the on-time graduation rate for students in permanent housing (85%) was 14 percentage points higher than that for students in temporary housing (71%) and 22 points higher than that for students in shelter, only 63% of whom graduated in four years. **Students living in shelter dropped out of high school at triple the rate of their permanently housed peers.**

