

Educational Programming for New York City Juvenile Delinquents, Juvenile Offenders, and Adolescent Offenders – Local Law 21 of 2024

INTRODUCTION

The tables below present data for the annual Local Law 21 Report. Data are reported for educational programming for juvenile delinquents, juvenile offenders, and adolescent offenders in the custody of the Administration for Children’s Services (ACS) during the 2023-24 school year. Passages Academy provides educational programming for this population. The report is produced through a collaboration between the New York City Department of Education (DOE) and ACS.

DATA TABLES

Department of Education Report

1. Enrollment by Month and Student Age Group

Age	Grp	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
13-14	ACS	13	21	17	20	22	27	23	22	25	20
	DOE	10	16	11	18	14	20	18	11	27	17
	%	77%	76%	65%	90%	64%	74%	78%	50%	108%	85%
15-16	ACS	87	90	82	73	91	87	96	88	79	94
	DOE	75	83	70	61	69	70	76	78	79	78
	%	86%	92%	85%	84%	76%	80%	79%	89%	100%	83%
17-18	ACS	142	146	149	145	152	154	146	140	144	139
	DOE	132	132	142	133	136	147	139	140	143	143
	%	93%	90%	95%	92%	89%	95%	95%	100%	99%	103%
19-20	ACS	31	32	31	33	35	34	32	35	38	40
	DOE	31	31	31	34	36	35	33	36	37	37
	%	100%	97%	100%	103%	103%	103%	103%	103%	97%	93%
Total	ACS	273	289	279	271	300	302	297	285	286	293
	DOE	248	262	254	246	255	272	266	265	286	275
	%	91%	91%	91%	91%	85%	90%	90%	93%	100%	94%

Total – September 2023 to June 2024

Age	Grp	Total
13-14	ACS	271
	DOE	124
	%	46%
15-16	ACS	618
	DOE	315
	%	51%
17-18	ACS	544
	DOE	314
	%	58%
19-20	ACS	87
	DOE	57
	%	66%
Total	ACS	1,520
	DOE	810
	%	53%

Notes: Students’ age in years is calculated as of the end of each reporting month. Figures for “ACS” represent the number of young adults in detention facilities as of the last day of each month and were provided by ACS. Figures for “DOE” represent the number of Passages Academy students in detention as of the last day of each month according to NYC DOE enrollment data. **Youth who are detained on non-school days (weekends and holidays), released from ACS custody shortly after admission, or have already earned high school diplomas are not enrolled in Passages Academy.** Monthly enrollment figures exceed ACS census figures in some cases due to transactional delays in the NYC DOE student information system.

2. **The number of hours of educational programming afforded to young adults on each school day: 5.5**

3. **The number of children and youth in ACS division facilities whose educational programming includes the required courses of study for the first 8 years of full-time public day school disaggregated by grade level.**

Number of Students by Middle School Grade Level

Grade	N
6	<5
7	26
8	59
Total	88

Notes: Fewer than 10% of Passages Academy students were in Grades 6 to 8 during the 2023-24 school year.

4. The number of children and youth in ACS division facilities whose educational programming is designed for the (i) skills and achievement commencement credential, (ii) local or regents diploma, or (iii) high school equivalency diploma test.

Enrollment by High School Academic Pathway

Pathway	N
NYSAA	<5
HS	619
HSE	103

5. The number of children and youth in ACS division facilities who, while in custody, completed the required courses of study for the first 8 years of full-time public day school disaggregated by grade level (promoted to next grade level in June).

June Grade Promotion among Middle School Grade Level Student

Grade	N
6	<5
7	<5
8	21
Total	25

Note: Figures represent the number of Passages Academy SD/NSD grade 6-8 students who were promoted to the next grade level in June 2024.

6. The number of children and youth in ACS division facilities who graduated, dropped out, or otherwise exited from high school while in custody, in total and disaggregated by the number of children and youth who completed requirements for a (i) local or regents diploma, or (ii) skills and achievement commencement credential.

Number of Students who Completed Graduation Requirements During the 23-24 SY

Outcome	N
Local Diploma	5
Regents Diploma	19

Note: Passages Academy is designated as a program not a school and does not issue high school diplomas. In cases in which students completed graduation requirements while enrolled in the program, students are returned to the register of their home school to be discharged as graduates. Diploma figures represent the number of 23-24 Passages Academy SD/NSD students who were discharged as Local/Regents diploma graduates in the 23-24 school year. Students are not discharged as dropouts from Passages Academy while they are in ACS custody.

7. The number of children and youth in ACS division facilities to whom a high school equivalency diploma test was administered while in custody: 65
8. The number of children and youth in ACS division facilities who met high school equivalency diploma requirements while in custody: 24
9. The number of children and youth in ACS division facilities who are enrolled in college level coursework: 34
10. The average functional level of children and youth in ACS division facilities on tests such as the Star assessment, the test of basic adult education, or similar testing.

Mean and Median Star Math and Reading Percentile Rank Scores

Subject	N	Mean	Median
Star Math Percentile Rank	308	14.7	8.0
Star Reading Percentile Rank	317	9.8	5.0

Note: Percentile Rank scores range from 1 to 99 and express student ability relative to the scores of other students in the same grade. For a particular student, this score indicates the percentage of students in the norms group who obtained lower scores. For example, if a reading assessment gave a student a Percentile Rank of 85, the student's reading skills are greater than 85% of other children in the same grade. In cases in which students had more than one assessment record, the highest record was retained in the analysis.

11. The number and percentage of children and youth in ACS division facilities enrolled in educational programming and have an individualized education program as of the date of enrollment in educational programming, disaggregated by disability classification

Enrollment among Students with Disabilities by Month and Disability Classification

Disability	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Autism	0	0	0	0	0	0	0	0	0	<5
Emotional Disability	43	46	44	39	45	50	52	49	55	46
Intellectual Disability	0	0	0	0	<5	0	<5	0	0	<5
Learning Disability	51	56	58	55	58	60	53	55	55	52
Other Health Impairment	14	12	11	13	12	14	13	12	18	15
Speech/Language Impairment	10	13	11	8	9	9	8	7	9	9
Missing	12	10	12	10	11	12	13	13	15	15

Disability	Total
Autism	<5
Emotional Disability	161
Intellectual Disability	<5
Learning Disability	158
Multiple Disabilities	<5
Other Health Impairment	59
Speech/Language Impairment	36
Missing	36

Note: Figures represent the disability classification listed on students' most recent IEP record among students with disabilities.

12. The number of children and youth in ACS division facilities who, as of the date of enrollment in educational programming, had an individualized education program recommendation.

Program Recommendations among Students with Disabilities

Program	N
Integrated Co-Teaching Services	249
SETSS	22
Special Class	184
Missing	<5

Notes: Figures represent the recommended program listed on students' most recent IEP record among students with disabilities.

13. The number and percentage of children and youth in ACS division facilities for whom the department of education has completed special education plans within 30 school days of enrolling in educational programming.

Number of Special Education Plans that were Completed in 30 School Days

SEP Status	N	%
Not Completed in 30 Days	53	21%
Completed in 30 Days	205	79%
Total	258	100%

Notes: The Special Education Plan (SEP) outlines the special education services to be provided to Passages Academy students with Individualized Education Plans (IEPs). It is based on the IEP prepared by the last school attended by the student, modified to the extent necessary so that it can be implemented in a correctional facility. SEPs are to be completed and implemented within 30 instructional days of program admission. Data are only reported for students who were enrolled at least 30 instructional days in Passages Academy.

14. The mean and median number of days the department of education requires to complete special education plans, from the date children and youth in ACS division facilities with individualized education programs are enrolled in educational programming.

Average Number of Days Special Education Plans were Completed

Mean	40
Median	39

Notes: Data are only reported for students with completed SEPs.

15. The number and percentage of children and youth in ACS division facilities who have special education plans and are receiving the full range of special education services indicated in their special education plan. This information shall be further disaggregated by whether such children and youth have been detained in secure or non-secure facilities.

Data on Special Education Plan service provision is not available.

16. The number and percentage of children and youth in ACS division facilities who have special education plans and are receiving the related services indicated in their special education plans. This information shall be further disaggregated by each related service, and whether such children and youth have been detained in secure or non-secure facilities.

Number of Students with Related Service Encounters by Related Service

Service	Students w Encounter
Counseling Services	164
Speech-Language Therapy	29

Notes: Figures represent the number students who received related services during the period of enrollment at Passages Academy.

17. The number and percentage of children and youth in ACS division facilities who have individualized education programs and have received special education evaluations while in custody. This information shall be further disaggregated by (i) the type of evaluation, including initial evaluation, mandated triennial reevaluation, or related service evaluation and (ii) whether such children and youth have been detained in secure or non-secure facilities.

Annual Review: <5
Mandated 3-Year: 6

18. The number and percentage of children and youth in ACS division facilities enrolled in educational programming whom the department of education identifies as having an English language learner status.

Enrollment by English Language Learner Status and Month

ELL Status	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Non-ELL N	228	241	231	221	229	239	233	233	251	242
ELL N	20	21	23	25	26	33	33	32	35	33
ELL %	9%	9%	10%	11%	11%	14%	14%	14%	14%	14%

19. The number and percentage of children and youth in ACS division facilities enrolled in educational programming who are identified as having an English language learner status who are receiving language instruction, in total and disaggregated by language and the type of instruction, including instruction by a certified English as a new language teacher, bilingual instruction, bilingual special education instruction, or language specific high school equivalency test preparation instruction.

Number and Percentage of ELL Students who were Provided ELL Services at Passages Academy

Service Status	N	%
No ENL Services Provided	24	26%
ENL Services Provided	67	74%
Total	91	100%

Notes: Figures represent ENL service provision based on service records recorded in the D79 SIS.

20. The number of full-time equivalent teachers working at department of education sites assigned to teach children and youth in ACS division facilities, in total and disaggregated by (i) general education teachers, (ii) English-as-a-new-language teachers, and (iii) special education teachers.

Number of Teachers Assigned to Passages Academy Sites that Serve Students in Secure and Non-Secure Detention by Certification Type

Type	N
Teacher	48
Teacher - ENL	<5
Teacher - Spec Ed	12
Total	63

Note: Figures reflect teachers assigned to four Passages Academy sites: Belmont, Bronx Hope, Crossroads, and Horizon. Belmont and Bronx Hope and the teachers assigned to those sites serve students in non-secure detention and non-secure placement.

21. The number of department of education staff other than teachers assigned to work at department of education sites, in total and disaggregated by staff role and by those working with children and youth in ACS division facilities.

Staff Assigned to Passages Academy Sites that Serve Students in Secure and Non-Secure Detention

Type	N
Education Para	<5
Guidance Counselor	<5
School Psychologist	<2
Social Worker	12
Total	21

Note: Figures reflect staff assigned to four Passages Academy sites: Belmont, Bronx Hope, Crossroads, and Horizon. Belmont and Bronx Hope and the staff assigned to those sites serve students in NSD And NSP.

22. The average class size for educational programming that the department of education provides to children and youth in ACS division facilities, disaggregated by facility location.

Average Class Size: 8

23. The number of children and youth in ACS division facilities participating in department of education career and technical education and the number of children and youth who complete such training.

Number of Students Participating in CTE: 33

Number of Industry Certifications Earned: 19

24. The mean and median number of credits per quarter, semester, or other period of time that children and youth in ACS division facilities who are enrolled in high school educational programming attempted to earn and earn while in custody. This paragraph only applies to those children and youth who are in custody for a sufficient period to permit earning of credits.

High School Credits Earned at Passages Academy among Student on a High School Pathway

Measure	Credits Earned
N	257
Mean	5.8
Median	5.0

25. The number of children and youth in ACS division facilities enrolled in physical education.

Number of Student Enrolled in One or More PE Course at Passages Academy: 314

26. The mean and median rate of attendance in a department of education school for children and youth in ACS division facilities upon six months after their release from custody and upon one-year post-release, disaggregated by age, race, disability classification, and English language learner status.

Post-Program Attendance Rate by Group

Group	N	Mean	Median
Age Group			
13-14	49	60%	58%
15-16	101	50%	50%
17-18	73	42%	37%
19-20	<5	.	.
Race/Eth			
Asian	<5	.	.
Black	118	51%	50%
Latino	92	47%	45%
White	11	53%	55%
Other	<5	.	.
Disability Status			
Non-SWD	89	53%	55%
SWD	138	48%	48%
All	227	50%	49%
ELL Status			
Non-ELL	198	50%	50%
ELL	29	47%	48%
Total	227	50%	49%

Notes: Post-program attendance is measured for up to 60 instructional days following students' transfer from Passages Academy. Only students who transferred from Passages Academy to a DOE school or program and had at least 10 instructional days of post-program attendance were included in the analysis.

27. The mean and median number of days between release from ACS division custody and reenrollment into schools of the department of education for children and youth in ACS division facilities, for students who are not returned to the schools of the department of education that such students attended preceding confinement in ACS division custody through the school re-entry process and the number of students re-enrolled in such schools through the school re-entry process.

Transfers/Discharges among Passages Academy Students in Detention

Description	N
Transfer to DOE School	312
Transfer to Non-Public School	16
Transfer to Institution by Court Order	72
Student/Family Moves	<5
Transfer to D79 HSE Program	5
Transfer to Other D79 Temp Program	22
Total	431

Notes: Data are reported for Passages Academy students in detention who were discharged from the Passages Academy register during the 2023-24 school year.

28. The plans, if any, of the department of education to ensure the educational progress of children and youth in ACS division facilities, after their release from custody.

Transition support for students begins on the first day of enrollment, with each student assigned a Social Worker. Counselors collaborate with students to create transition plans for their next academic placements and offer follow-up support in the community post-transition. Social Workers engage a designated caseload of students, working with them and their families to identify optimal educational pathways upon discharge from Passages. This may involve returning to a previous school or finding a new program, especially for students who have dropped out or lack current school placements. Counselors maintain contact with discharged students for at least six months to ensure the successful implementation of these plans, adjusting as necessary if students encounter challenges in attending or succeeding in school.

29. All high school courses offered to children and youth in ACS division facilities at department of education sites.

Passages Academy Master Schedule

Subject Area	Course
Art	Art
Art	Art Skills
Art	Studio Art
ELA	Basics of Writing
ELA	Counternarratives in African Amer Lit
ELA	Creative Writing
ELA	ELA
ELA	Fundamentals of ELA
ELA	HSE ELA
ELA	Intro to Literature
ELA	Research Writing and Journalism
Math	Algebra 1
Math	Algebra 2/Trig. 1
Math	Foundations of Algebra
Math	Foundations of Geometry
Math	Fundamentals of Numeracy
Math	Geometry
Math	HSE Math
Math	Math Concepts
Math	Math in Technology
Math	Math Skills
Other	Budgeting
Other	ENL
Other	Experience Survey
Other	Financial Literacy
Other	Health
Other	Health Initiatives
Other	Health Skills
Other	Participation in Government
Other	Physical Education
Other	Spanish
Science	Earth Science
Science	Forensic Science
Science	HSE Science
Science	Living Environment
Science	Science of Life
Science	Science Skills

Social Studies	Economics
Social Studies	Global Concepts
Social Studies	Global History
Social Studies	Historical Concepts
Social Studies	HSE History
Social Studies	Injustice and Oppression
Social Studies	Social Studies Skills
Social Studies	US History
Social Studies	World Events

30. All socio-emotional, behavioral, and mental health supports and services provided by the department of education to children and youth in ACS division facilities, disaggregated by whether such services were mandated pursuant to the special education plan of such children and youth.

In addition to transition planning, Social Workers provide mandated counseling for students with Individualized Education Programs (IEPs) to help them address behaviors that hinder learning. Counseling may involve goal-setting, transition planning, and crisis intervention when needed, offering immediate support during difficult moments. Counselors also facilitate sessions addressing various issues pertinent to both general and special education students. Moreover, they coordinate with city agencies and Community-Based Organizations to develop comprehensive transition plans, ensuring that students receive the necessary resources and support as they navigate their educational journeys. The Counselors work with city agencies (e.g., Department of Corrections, Administration for Children’s Services, Department of Probation, Department of Health and Mental Health, etc.) and Community-Based Organization as they develop transition plans for students.

31. The number and percentage of children and youth in ACS division facilities who did not attend educational programming, and if known, disaggregated by the reason such children and youth did not attend educational programming, including, but not limited to, unexplained absence, illness, special needs or circumstances, unavailable mandated transportation, required court appearance, or school closure due to medical or health issue; and the average and median number of days such children and youth missed school, and if known, disaggregated by reason such children and youth did not attend educational programming. Such number shall be reported for each month.

Passages Academy Attendance Reason Codes by Month

Code/Description	Sep	Oct	Nov	Dec	Jan
A - Absent - Remote Learning	0	0	0	0	0
A - Agency Appt Legal/Services/Foster	<5	0	0	0	<5
A - Court Appearance Entire Day	147	197	221	203	183
A - Exams/Comps/Auditions/Ceremony	0	0	0	<5	0
A - Illness (Verbal Info by Phone/Home Visit)	0	<5	0	0	0
A - Illness (Written Confirmation on File)	0	0	<5	7	<5
A - Special Event - Excused Absence	<5	5	6	<5	8
A - Special Needs/Circumstances	117	36	17	31	230
A - Truant (Default Value)	760	458	773	256	5
R - Due to Host Agency	339	1,008	963	1,171	1,077
R - Testing	0	0	0	0	102
Total	1,366	1,705	1,982	1,671	1,609
Code/Description	Feb	Mar	Apr	May	Jun
A - Absent - Remote Learning	<5	0	0	0	0
A - Agency Appt Legal/Services/Foster	<5	<5	0	6	5
A - Court Appearance Entire Day	139	241	168	255	106
A - Exams/ Comps /Auditions/Ceremony	0	0	0	0	0
A - Illness (Verbal Info by Phone/Home Visit)	0	0	0	<5	0
A - Illness (Written Confirmation on File)	5	8	0	0	0
A - Special Event - Excused Absence	111	9	5	<5	0
A - Special Needs/Circumstances	181	219	280	547	326
A - Truant (Default Value)	0	0	0	0	0
R - Due to Host Agency	427	451	362	322	90
R - Testing	0	0	0	0	21
Total	871	932	815	1,134	548

Notes: Code “A” is used for cases in which a student was marked absent. Code “R” is used when a student’s attendance was released.

ACS Report

- 1. The number of incidents of use of physical restraints at a department of education site, in total and disaggregated by (i) whether such physical restraints were used on a juvenile delinquent, juvenile offender, or adolescent offender and (ii) the reason for using such physical restraints.**

Total Physical Restraints at Education Sites

Case-Type of Youth Restrained	N
AO	24
JO	11
JD	65
Reason for Restraints	
Youth poses substantial threat to safety and order of facility	6
Youth presented a risk of physical injury to self and/or others	94

Notes: Restraints refer to physical restraints using hold techniques included in the Safe Crisis Management System and other non-offensive physical safety interventions.

- 2. The number of incidents of use of mechanical restraints at a department of education site, in total and disaggregated by (i) whether such mechanical restraints were used on a juvenile delinquent, juvenile offender, or adolescent offender and (ii) the reason for using such mechanical restraints.**

Total Mechanical Restraints at Education Sites

Case-Type of Youth Restrained	N
AO	7
JO	<5
JD	<5
Reason for Restraints	
Youth poses substantial threat to safety and order of facility	0
Youth presented a risk of physical injury to self and/or others	13

Notes: Mechanical restraints involve the use of handcuffs, shackles, and flex-cuffs.

3. The number of incidents of restraints resulting in injuries and the type of injuries to children and youth in ACS division facilities when attending educational programming.

Total Restraints at Education Sites with Injury

Injury Type	N
Injury A	0
Injury B	0

Notes: Injury is defined as any event requiring medical treatment. Injuries range in severity from simple abrasions to broken bones and fractures. It is the sum of Injury A and Injury B. 'Injury A' includes injuries requiring clinical treatment beyond what could be provided by a layperson with over-the-counter products. Categorization is made by medical staff. 'Injury B' includes injuries treatable by a layperson with over-the-counter products such as ibuprofen, antibiotic ointment, etc. Categorization is made by medical staff.