Multilingual Learner Committee

Meeting 3: January 20, 2026

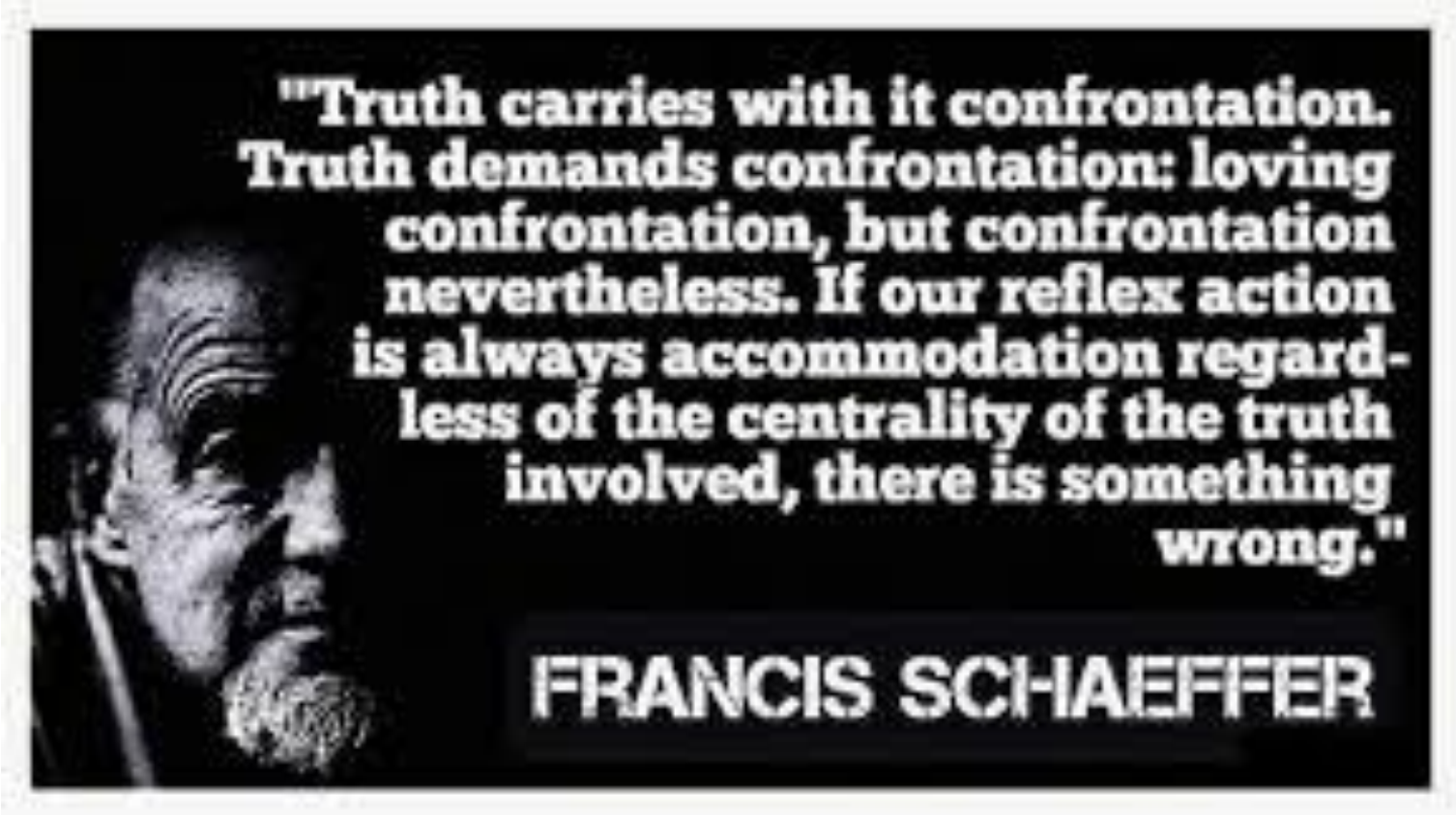






An age old feud…

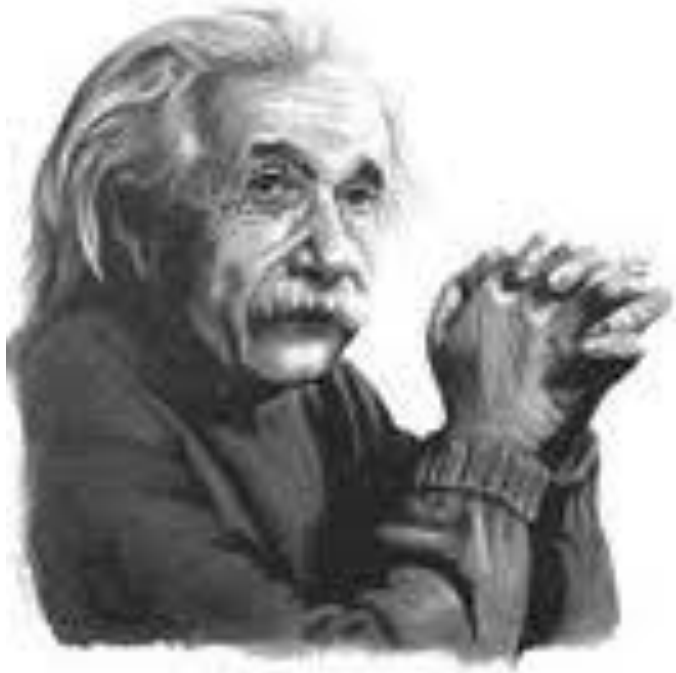
Our responsibility



The vision of the Port Chester School District is SUCCESS FOR EVERY STUDENT. *This vision has been internalized by every teacher, administrator and staff member who work tirelessly every day to ensure student success. The educational programs and services offered to our students reflect a quest for scholastic excellence, combined with respect and concern for the worth and development of individual students.*



Next steps?



"Insanity:
doing the same thing
over and over again
and expecting
different results."
Albert Einstein

KEEP THE DOOR OPEN



Declining enrollment, demographic shifts, and mobility

Declining Enrollment- Our enrollment continues to decline. This impacts our DL programs; especially our two-way program. It is important to have native speakers of Spanish and native speakers of English to represent both sides of a two-way DL program. Mobility also complicates this model, because in many cases the students that begin the program move and new students replace them.



Since 2019-2020, enrollment has declined by 581 students (about 12%) across grades and buildings. The decline began in the elementary grades, most noticeably at JFK and Edison, which have decreased approximately 16% and 21% respectively, driven by smaller numbers at the UPK and Kindergarten levels over the past few years. King Street and Park Ave. Schools have experienced smaller declines of roughly 8-9%. Middle and High School enrollment has also decreased in this time - PCMS by roughly 8%, and PCMS by about 13% since 2019-20.

- **Elementary Schools**
- Elementary enrollment is driving the decline and signals what is coming at the secondary level.
- JFK and TAE show the largest decline, both in raw numbers and percentage.
- Overall, elementary cohorts are smaller than 5-10 years ago
- **PCMS**
- PCMS enrollment grew from 2012-2016, then declined after 2016.
- Enrollment has recently stabilized with a slight rebound this year, but remains below its peak, and is 8% below 2019-20 numbers.
- Middle school trends reflect earlier elementary fluctuations.
- **PCHS**
- PCHS experienced strong growth through 2019–20.
- Since then, enrollment has declined by 13%.
- .

Are our current MLL Programs meeting the needs of all students?

Addressing Diverse Needs: Our ELL population is diverse, with varying backgrounds, language proficiencies, and educational experiences. Understanding how well our current programs meet these varied needs is vital for ensuring equitable access to education.



Staying true to our vision?

Enhancing Student Outcomes: By analyzing feedback from staff, students, parents, and stakeholders we can identify gaps in our educational practices and make informed adjustments. This can lead to improved academic performance, higher graduation rates, and better preparation for college and careers for our students.



Get involved in the conversation!

Engaging students, staff, stakeholders and families in the conversation about bilingual education fosters a sense of community and partnership. Their insights can guide us in creating programs that not only support students academically but also address their social and emotional needs.



An opportunity…

Responding to Mobility Challenges: With Port Chester's unique challenges of transiency and mobility, it's crucial to evaluate how our programs adapt to changing student populations. This ensures that every student receives consistent support throughout their educational journey.

By focusing on these areas, we aim to gather actionable insights that will help us refine our bilingual education offerings and better support our students and their families.





Countries of Origin

Region	Countries of Origin	%
Middle East and Africa	Egypt, United Arab Emirates	0.3%
Caribbean	Dominican Republic, Puerto Rico	4.6%
Mexico	Mexico	5%
Canada	Canada	0.4%
Central and South America	Argentina, Belize, Bolivia, Brazil, Chile, Colombia, Ecuador, El Salvador, Guatemala, Honduras, Nicaragua, Panama, Peru, Uruguay, Venezuela *(29% of total from Ecuador, 34% of total from Guatemala)*	87%
Europe	Georgia, Portugal, Serbia, Spain	1.2%
Asia	Afghanistan, India, Japan, Nepal, Philippines	1.5%

Kindergarten at Edison TBE 2025-2026

Regueira	Malley
Morning Meeting / SEL 8:30-8:45	Morning Meeting / SEL 8:30-8:45
Social Studies KR (Spanish) 8:45-9:15	Foundational Skills / Phonics KM 8:45-9:15
Social Studies KM (Spanish) 9:15-9:45	Foundational Skills / Phonics KR 9:15-9:45
Math KM (Spanish) 9:45-10:30	Reading Lab KR 9:45-10:30
Math KR (Spanish) 10:30-11:15	Reading Lab KM 10:30-11:15
Heggerty 11:15-11:30	Heggerty 11:15-11:30
Lunch/Recess 11:30-12:30	Lunch/Recess 11:30-12:30
Special 12:30-1:10	Special 12:30-1:10
Foundational Skills / Phonics KM (Spanish) 1:10-1:40	Reading / Writing KR 1:10-1:40
RTI 1:40-2:10	RTI 1:40-2:10
Foundational Skills / Phonics KR (Spanish) 2:10-2:40	Reading / Writing KM 2:10-2:40

Spanish instruction occurs in Regueira's classroom for both cohorts.

Malley is responsible for English instruction in Foundational Skills, Reading Lab and Reading / Writing for both cohorts

Count of ELLs & Non-ELLs in Two-Way DL (K-5) UPDATED

Park Avenue Elementary School			
Grade	**ELL**	**Non-ELL**	**Total**
K	22	19	41
1	28	14	42
2	24	13	37
3	30	12	42
4	16	25	41
5	18	21	39
Total	**138 (57%)**	**104 (43%)**	**242**

King Street Elementary School			
Grade	**ELL**	**Non-ELL**	**Total**
K	8	11	19
1	6	13	19
2	8	7	15
3	12	12	24
4	6	14	20
5	6	9	15
Total	**46 (41%)**	**66 (59%)**	**112**

ELL Program Exit Summary

Years in Program	# of Students	Percent
Less than 1 year	1	.12%
1	4	.47%
2	17	2.01%
3	58	6.87%
4	72	8.53%
5	120	14.22%
6	136	16.11%
7	145	17.18%

Years in Program	# of Students	Percent
8	118	13.98%
9	70	8.29%
10	62	7.35%
11	15	1.78%
12	12	1.42%
13	11	1.30%
14	3	0.36%

Exited Students as of 12/1/25: **844**

Average years in program: **6.65**

% of Students exited in 4–7 years: **56.04%**

Mobility Data: Longitudinal Retention and the NYSSB

Graduates that began in K in the district: **245/393 (62%)**

Graduates that began in K and received NYSSB:

70/245 (29%)

70/393 (18% of graduating class)

Graduates that began in K and participated in DL program:

118/245 (48%)

118/393 (30% of graduating class)

Graduates that began in K and were DL students and received NYSSB: **38/118 (33%)**

38/393 (10% of graduating class)

Graduates receiving the NYSSB: **118/393 (28%)**