Multilingual Learner Committee

Meeting 2: December 9, 2025



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)

Park Avenue Elementary School			
Grade	**ELL**	**Non-ELL**	**Total**
K	25	51	76
1	30	37	67
2	32	30	62
3	35	35	70
4	25	45	70
5	23	42	65
Total	**170 (41%)**	**240 (59%)**	**410**

King Street Elementary School			
Grade	**ELL**	**Non-ELL**	**Total**
K	16	48	64
1	14	42	56
2	14	34	48
3	25	48	73
4	20	53	73
5	12	48	60
Total	**101 (27%)**	**273 (73%)**	**374**

Longitudinal Retention

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)

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%**

Questions/Discussion

1) How many students in dual language have a special education classification?

JFK: 52 **PAS: 20** **KSS:** 4 **TAE:** K-2 TBE: 10 3-5 DL: 3

2) How many monolingual English students have dropped out of the dual language in the last 5 years?

This data collection is ongoing and will be shared as soon as it is available.

3) What's the state ELA data for monolingual English vs Dual Language in grades 3-12 per school?

4) Similarly, what are state Math scores for monolingual English vs Dual Language in grades 3-12 per school?

For questions 3 and 4, see Dr. Wilson's presentation from November 25, 2025: **Presentation**

5) In terms of MTSS, which language are students receiving tier 2 and 3 support?

This varies depending on the needs of the students and the building.

Additional questions/discussion topics?