



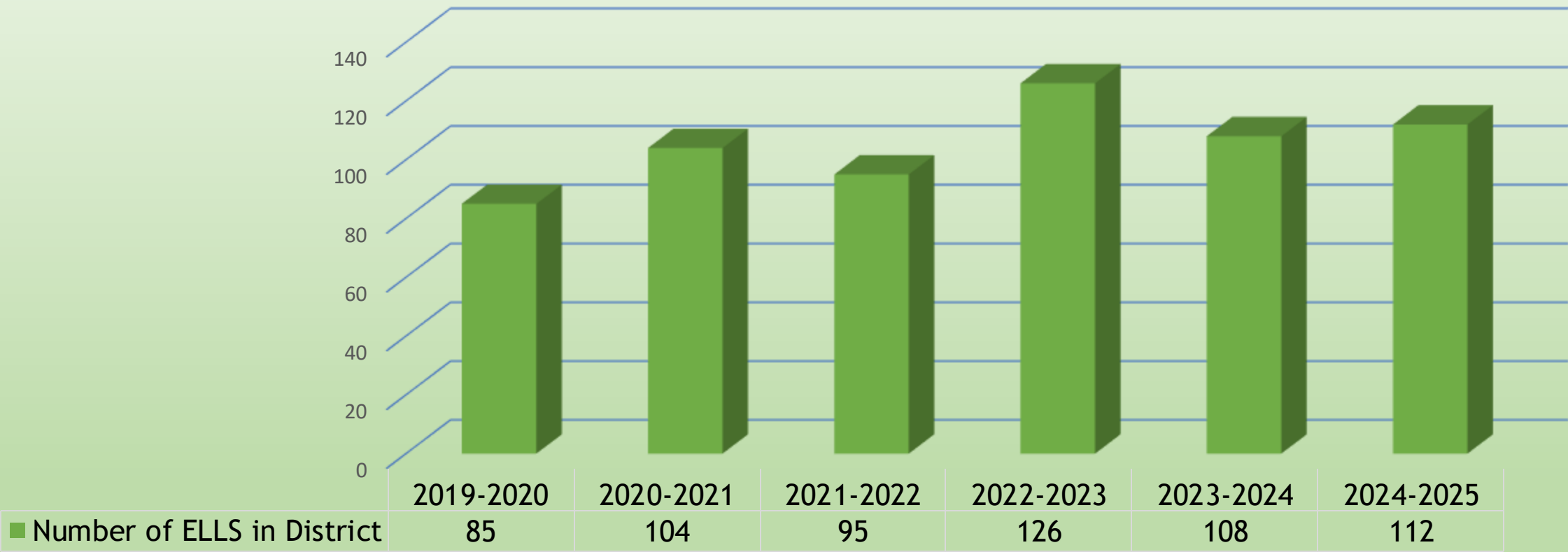
# English as a Second Language

## ***ACCESS for ELLs* Assessment Data from 2024-2025**

Presented to the Closter Board of Education and Community on  
August 20, 2025

# English as a Second Language Six Year Enrollment Trend

Number of ELLS in District



During the 2024-2025 school year, 35 English language learners exited the ESL program.

# English Language Learner Strategies Used in Closter Public Schools

- Explicit language instruction
- Literacy-based lessons
- Culturally-responsive pedagogy
- Differentiated instruction
- Varied opportunities for speaking, listening, reading and writing in English
- ESL teachers share instructional best-practices with general education teachers
- Sheltered Instruction (SIOP) used in elementary classrooms
- After-School and Summer Academic Assistance Program for English-language learners
- ESL support provided to PreK students and their parents
- ESL teachers led parent information nights and provide Rosetta Stone access to families

# English as a Second Language

## ACCESS for ELLs

- Is given annually to monitor student's progress in learning academic English
- Assesses the four language domains of listening, speaking, reading, and writing

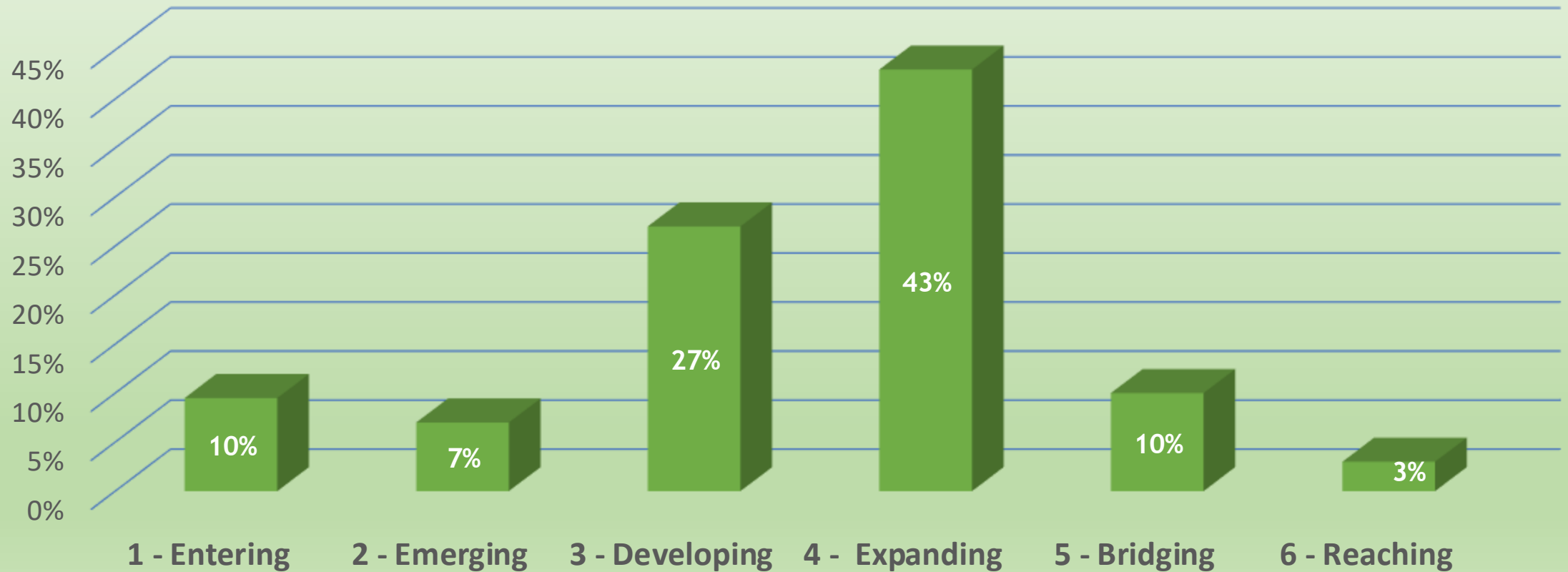
Proficiency Level	Descriptor
1 - Entering	Knows and uses minimal social language and minimal academic language with visual and graphic support
2 - Emerging	Knows and uses some English and general academic language with visual and graphic support
3 - Developing	Knows and uses social English and some specific academic language with visual and graphic support
4 - Expanding	Knows and uses social English and some technical academic language
5 - Bridging	Knows and uses social and academic language working with grade level material
6 - Reaching	Knows and uses social and academic language at the highest level measured by this test

# Closter's ACCESS for ELLs® Administration 2025

## *Overall Scores*

### *K - 8 (112 students)*

Student Performance on ACCESS for ELLs 2025



# Closter's ACCESS for ELLs® Administration 2025

ACCESS FOR ELLS English Language Proficiency Test

**Grades K - 1** (37 students tested)

*Percentage of Students at Each Level*

Proficiency Level	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
1 - Entering	5%	8%	22%	22%
2 - Emerging	8%	19%	11%	14%
3 - Developing	16%	32%	11%	41%
4 - Expanding	8%	5%	16%	24%
5 - Bridging	22%	14%	16%	0%
6 - Reaching	41%	22%	24%	0%

*Note: Percentages may not total 100 due to rounding.*

# Closter's ACCESS for ELLs® Administration 2025

ACCESS FOR ELLS English Language Proficiency Test  
**Grades 2-3** (27 students tested)  
*Percentage of Students at Each Level*

Proficiency Level	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
1 - Entering	4%	11%	7%	0%
2 - Emerging	0%	15%	15%	19%
3 - Developing	23%	67%	19%	63%
4 - Expanding	11%	7%	15%	19%
5 - Bridging	23%	0%	19%	0%
6 - Reaching	41%	0%	26%	0%

Note: Percentages may not total 100 due to rounding.

# Closter's ACCESS for ELLs® Administration 2025

ACCESS FOR ELLS English Language Proficiency Test

**Grades 4-8** (48 students tested)

*Percentage of Students at Each Level*

Proficiency Level	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
1 - Entering	2%	9%	15%	4%
2 - Emerging	2%	6%	17%	6%
3 - Developing	4%	27%	19%	25%
4 - Expanding	6%	54%	10%	59%
5 - Bridging	15%	4%	15%	4%
6 - Reaching	71%	0%	25%	2%

*Note: Percentages may not total 100 due to rounding.*



# Analysis of Student Performance *Strengths (Levels 3-6)*

**Listening** emerges as the strongest domain across all grades:

Grades K-1: 87% of students at levels three through six

Grades 2-3: 98% of students at levels three through six

Grades 4-8: 96% of students at levels three through six

**Reading** shows consistent moderate strength:

Grades K-8: 50-60% of students at levels three through six

**Writing** in shows strength in upper grades:

Grades 4-8: 90% of students at levels three through six

# Analysis of Student Performance *Challenges (Levels 1-2)*

**Writing** presents the greatest challenge, especially in early grades:

- Grades K-1: 36% at levels one and two
- Grades 2-3: 19% at levels one and two
- Notable: 0% of K-3 students reached the highest proficiency levels (5-6)

**Speaking** shows significant variation by grade level, with notably low performance in grades 2-3:

- 26% of students in grades 2 and 3 at entering or emerging levels
- Only 7% of students in grades 2 and 3 reached levels three through six

# **Analysis of Student Performance**

## ***Overall Scores***

- The overall average proficiency level for students in K-8 is approximately level 3.5, which is between developing and expanding levels of English language proficiency.
- The multilingual learners tested in 2025 demonstrate strong listening and reading skills, moderate speaking skills, and some writing challenges.
- The data suggests that while students show strong receptive language skills (listening), productive skills - especially writing - require intensive instructional support and intervention.