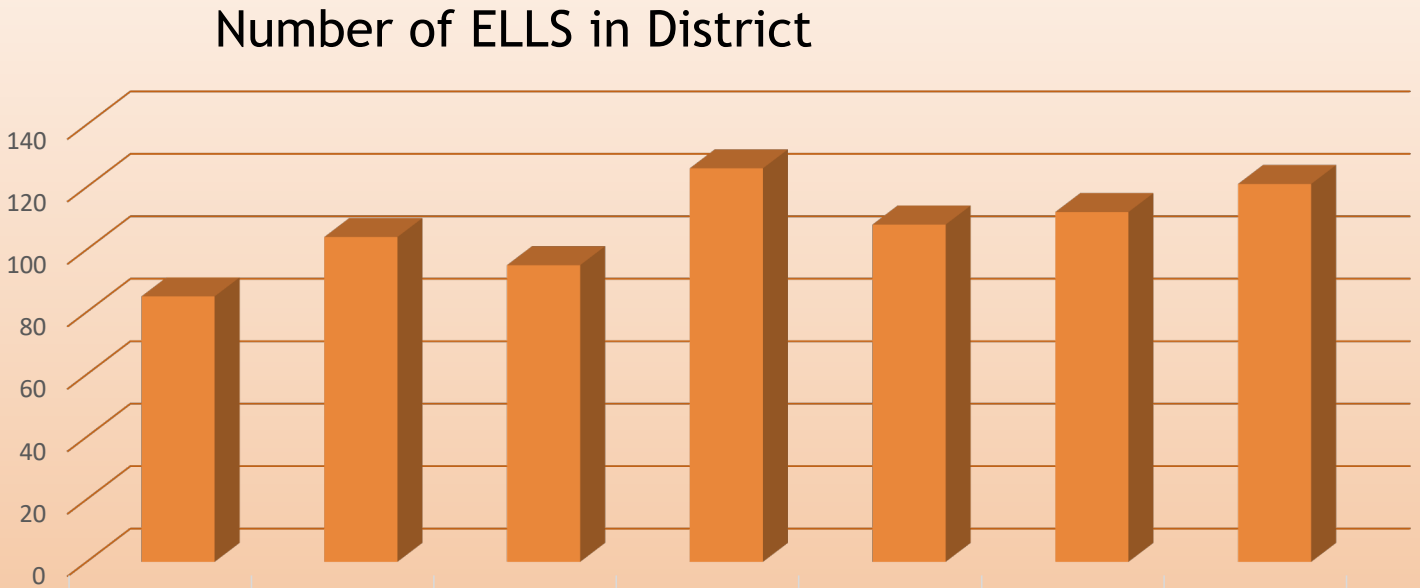
English as a Second Language

ACCESS for ELLs Assessment Data from 2025-2026

Presented to the Closter Board of Education and Community on November 19, 2026

English as a Second Language Seven-Year Enrollment Trend



	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Number of ELLS in District	85	104	95	126	108	112	121

For the 2025-2026 school year, 49 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

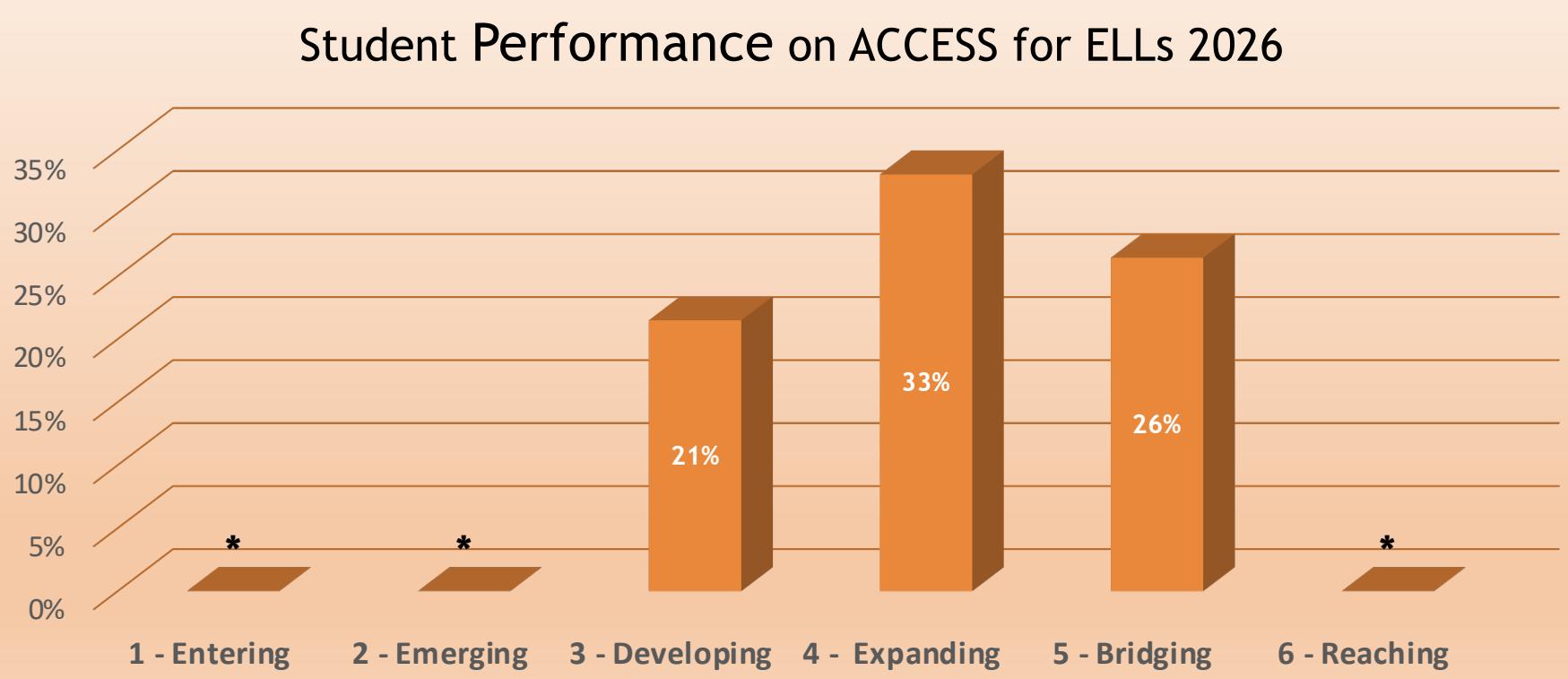
- Is given annually to monitor student's progress in learning academic English
- Assesses the four language domains of listening, speaking, reading, and writing

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 2026

Overall Scores

K - 8 (121 students)



Key: * = *fewer than 10% of students (NJDOE data privacy rules).*

Closter's ACCESS for ELLs® Administration 2026

ACCESS FOR ELLS English Language Proficiency Test
Grades K – 1 (35 students tested)
Percentage of Students at Each Level

Proficiency Level	*Listening*	*Speaking*	*Reading*	*Writing*
1 - Entering	*	*	29%	20%
2 - Emerging	*	23%	*	17%
3 - Developing	17%	20%	11%	49%
4 - Expanding	11%	17%	*	14%
5 - Bridging	11%	*	46%	*
6 - Reaching	54%	31%	11%	*

Key: * = *fewer than 10% of students (NJDOE data privacy rules).* Note: *Percentages may not total 100 due to rounding.*

Closter's ACCESS for ELLs® Administration 2026

ACCESS FOR ELLS English Language Proficiency Test
Grades 2-3 (26 students tested)
Percentage of Students at Each Level

Proficiency Level	*Listening*	*Speaking*	*Reading*	*Writing*
1 - Entering	*	15%	*	*
2 - Emerging	*	38%	19%	*
3 - Developing	12%	35%	**	65%
4 - Expanding	15%	12%	12%	27%
5 - Bridging	15%	*	19%	*
6 - Reaching	50%	*	38%	*

Key: * = *fewer than 10% of students;* **** = *suppressed so a * value cannot be calculated (NJDOE data privacy rules).*
Note: *Percentages may not total 100 due to rounding.*

Closter's ACCESS for ELLs® Administration 2026

ACCESS FOR ELLS English Language Proficiency Test
Grades 4-8 (60 students tested)
Percentage of Students at Each Level

Proficiency Level	*Listening*	*Speaking*	*Reading*	*Writing*
1 - Entering	*	*	*	*
2 - Emerging	*	*	15%	*
3 - Developing	*	10%	**	42%
4 - Expanding	*	63%	13%	32%
5 - Bridging	*	17%	18%	15%
6 - Reaching	83%	*	33%	*

Key: * = *fewer than 10% of students;* **** = *suppressed so a * value cannot be calculated (NJDOE data privacy rules).* Note: *Percentages may not total 100 due to rounding.*

Analysis of Student Performance
Strengths (Levels 3-6)

Listening remains the strongest domain across all grades:

Grades K-1: more than 90% of students at levels three through six
Grades 2-3: more than 90% of students at levels three through six
Grades 4-8: more than 90% of students at levels three through six

Reading shows consistent strength across all grades:

Grades K-8: 71-81% of students at levels three through six

Writing and Speaking show strength in upper grades:

Grades 4-8: more than 90% of students at levels three through six in both writing and speaking

Analysis of Student Performance
Challenges (Levels 1-2)

Speaking presents the greatest challenge, especially in grades 2-3:

- 54% of students in grades 2 and 3 at entering or emerging levels
- Fewer than 10% of students in grades 2 and 3 reached levels 5-6

Writing remains a challenge in the early grades:

- Grades K-1: 37% at levels one and two
- Notable: fewer than 10% of K-3 students reached levels 5-6, as in 2025

Reading shows a wide range in grades K-1:

- 29% of students in grades K and 1 at the entering level, while 57% reached levels five and six

Analysis of Student Performance
Overall Scores

- **The overall average proficiency level for students in K-8 is approximately level 3.9 (up from 3.5 in 2025), which is between developing and expanding levels of English language proficiency.**

- **The multilingual learners tested in 2026 demonstrate strong listening and reading skills, solid writing and speaking skills in the upper grades, and challenges in speaking in grades 2-3.**

- **The data suggests that while students show strong receptive language skills (listening and reading), productive skills, especially speaking in grades 2-3 and writing in grades K-1, require intensive instructional support and intervention.**